

CAI MI

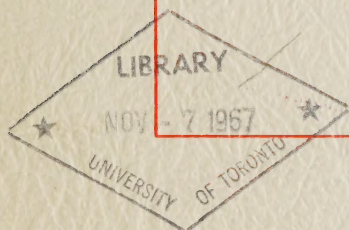
-67C12

Government
Publications

Canada

**DEPARTMENT
OF
MANPOWER AND IMMIGRATION**

Government Publications
E H-43



E H-43

CAREER DECISIONS PROJECT

**CAREER DECISIONS
OF CANADIAN
YOUTH**

A COMPILATION OF BASIC DATA

Raymond Breton

STUDY CONDUCTED BY

John C. McDonald


Volume 1—1967

ROGER DUHAMEL, F.R.S.C.
Queen's Printer and Controller of Stationery
Ottawa, Canada
1967

Catalogue number MP33-467

TABLE OF CONTENTS

PREFACE	<i>III</i>
PART I – INTRODUCTION	<i>1</i>
1. <i>OBJECTIVES OF THE STUDY</i>	<i>4</i>
2. <i>DESIGN OF THE SAMPLE OF SCHOOLS</i>	<i>5</i>
3. <i>DESIGN AND PRE-TESTING OF THE RESEARCH INSTRUMENTS</i>	<i>8</i>
4. <i>THE PRELIMINARY REPORT</i>	<i>10</i>
PART II – CAREER DECISIONS	<i>15</i>
1. <i>EDUCATIONAL PLANS</i>	<i>17</i>
A. Decisions Concerning Secondary School	
B. Decisions Concerning Post-Secondary School	
2. <i>OCCUPATIONAL PLANS</i>	<i>33</i>
A. Career Preferences and Expectations	
B. Preparation for a Decision	
C. Attitudes Toward Work and the Future	
3. <i>GUIDANCE</i>	<i>51</i>
A. Guidance Personnel	
B. Guidance Facilities	
C. Student Awareness of Guidance Services	
D. Student Use of Guidance Services	
PART III – TABLES	<i>61</i>
PART IV – APPENDIX	<i>185</i>



Digitized by the Internet Archive
in 2023 with funding from
University of Toronto

<https://archive.org/details/31761116371980>

PREFACE

This preliminary report presents the initial results of a survey of the educational and occupational choices of Canadian secondary school students. The study was initiated in 1964 under the co-operative auspices of the Canadian Department of Labour and the Provincial Departments of Education, and has been carried forward by the Department of Manpower and Immigration.

The planning and development of this research study was facilitated and strengthened by the generous guidance of a representative group of Canadian educators, educational administrators, researchers in the educational and occupational fields, and guidance specialists who constituted an Advisory Committee and convened to counsel the research staff as each phase of the project unfolded.

The success of administering this study to a national sample, involving the collection of data from approximately 375 schools, 8,000 teachers and 150,000 students, was largely due to the unfailing support of a second group of unpaid 'volunteers' — the Provincial Liaison Officers — who co-operated by supervising the collection of data in their respective provinces.

Professor Raymond Breton of the Department of Social Relations, the Johns Hopkins University, as Research Director, and Professor John C. McDonald of the Department of Sociology, Trent University, as Associate Research Director, assumed the major responsibility for the design of the research project and the preparation of the present report, while Mr. Don C. Dickson of the Technical and Vocational Training Branch assumed responsibility as the Administrative Director of the project.

In the initial conception of the study and preparation of the draft research instruments, the research staff were fortunate to have the benefit of the advice of Professor James S. Coleman, Chairman of the Department of Social Relations, the Johns Hopkins University, Dr. Boris Celovsky of the Department of Manpower and Immigration and Dr. Richard Platek of the Dominion Bureau of Statistics undertook the technical design of the sample. Dr. R. W. B. Jackson and Dr. Vincent D'Oyley of the Ontario Institute for Research in Education, and Docteur Maurice Chagnon, Vice-Recteur of the University of Ottawa developed and adapted the psychometric instruments incorporated in the study. Dr. John Foster, and Mr. Dave Glover of the Central Data Processing Service Bureau, Ottawa, undertook a major part of the computer processing of the data.

Throughout the study, Mr. Stephen Richer worked as a junior colleague with the authors. At various stages of the study the research staff was assisted by Mrs. Heather Cox, Mr. Maurice Manel, Mr. Ezra Ncwana, Mr. Andre Robert. Special thanks are also due to Dr. John Andoff of the Department of Manpower and Immigration who advised the research staff on questions relating to guidance, to Professor R. A. H. Robson of the Department of Anthropology and Sociology, the University of British Columbia, who offered a number of constructive suggestions which were incorporated in the student and teacher questionnaires, and to Mme. Suzanne Fontaine of the Direction de la Planification, Ministère de l'Education, P.Q., who worked closely with the research staff to ensure a smooth articulation of the administration of the study in schools in which French is the language of instruction.

The assistance of Mr. D. C. Trehearne and Mr. James C. Moran with the administration of the study, Mr. Dennis Clancy and Mr. Larry Lavell with the technical, coding and clerical aspects of the work, and Mrs. Doris McCoeye and Mrs. Terry Riopelle with the secretarial, stenographic and typing work, are also gratefully acknowledged.

The credit for the results of this study is, however, really due primarily to the enthusiasm and co-operation of the principals, teachers, guidance counsellors, and, above all, the students who generously gave of their time and thought to provide the information for this survey and it is to them that the report is dedicated. It is our hope that they may find the results interesting and profitable.

J. P. Francis
Director
Planning and Evaluation
Branch

Advisory Committee

S.C.T. Clarke
Executive Secretary
Alberta Teachers' Association
Edmonton, Alberta

F.J. Clute
Curriculum Division (Guidance)
Department of Education
(representing Canadian Guidance
and Counselling Association)
Toronto, Ontario

W.R. Dymond
Assistant Deputy Minister
Department of Manpower and Immigration
Ottawa, Ontario

C.R. Ford
formerly, Director
Technical and Vocational Training
Branch
Department of Labour
Ottawa, Ontario

A. Gagnon
Associate General Director
of Elementary and Secondary Level
Department of Education
Québec, P.Q.

T.B. Greenfield
formerly, Research Director
Canadian Teachers Federation
Ottawa, Ontario

R.W.B. Jackson
Director, Ontario Institute for
Research in Education
Toronto, Ontario

Y. Martin
Associate Deputy Minister
Director of Research and Planning
Department of Education
Québec, P.Q.

L.M. Lavoie
Directeur
L'Enseignement professionnel
La Commission des Écoles
Catholiques de Québec
Québec, P.Q.

W.D. Mills
Director, Vocational Education
(representing Canadian Educational
Association)
Halifax, Nova Scotia

H. Pullen
Superintendent of Secondary
Schools
(representing Canadian Education
Association)
Ottawa, Ontario

F.G. Robinson
formerly, Executive Director
Canadian Council for Research
in Education
Ottawa, Ontario

C.B. Routley
Executive Secretary
Canadian Education Association
Ottawa, Ontario

F.E. Whitworth
formerly, Director
Education Division
Dominion Bureau of Statistics
Ottawa, Ontario

H.R. Ziel
Head, Department of Industrial
and Vocational Education
(representing Canadian
Education Association)
Edmonton, Alberta

Provincial Liaison Officers

P.J. Hanley
Deputy Minister
Department of Education
St. John's Newfoundland

M. MacKenzie
Deputy Minister and Director
Department of Education
Charlottetown, P.E.I.

H.K. MacKay
Supervisor of Research
Department of Education
Halifax, Nova Scotia

The late R.H. Chapman
Chief County Superintendent
of Schools and Director
of Teacher Training
Department of Education
Fredericton, New Brunswick

Yves Martin
Associate Deputy Minister
Director of Research and Planning
Department of Education
Quebec, P.Q.

L.M. Johnston
Assistant Deputy Minister
Department of Education
Toronto, Ontario

R.W. Dalton
Assistant Deputy Minister
Department of Education
Winnipeg, Manitoba

C. Collins
Director of Teacher Training and Research
Department of Education
Regina, Saskatchewan

J. Friesen
Supervisor of Guidance
Department of Education
Edmonton, Alberta.

Wm. Reid
Chief Inspector of Schools
Department of Education
Victoria, British Columbia

PART - I

INTRODUCTION

A hundred years ago the transition from the dependency of youth to the privileges and responsibilities of adult status in the community followed a fairly simple pattern. In that basically rural society, the formal education of the great majority of young people did not extend beyond the elementary school level. The primary aim of public education was limited to fostering universal literacy and imparting elementary knowledge and basic skills.

With the notable exception of the professions, the connection between education and occupational training was tenuous and indirect. Vocational preparation was largely a matter of "learning through doing", whether acquiring the knowledge and capability to operate a farm under a father's tutelage or through the more formal apprenticeship training required to qualify for the skilled crafts.

During the past century, however, the development of science and technology, accompanied by progressive urbanization and industrialization, has transformed Canada from an essentially agricultural community into a complex, interdependent society. The application of this explosion of knowledge has resulted in an elaborate division of labour and an unprecedented range of occupational specialization. One of the consequences is that contemporary young people are confronted with an almost bewilderingly wide choice of vocational opportunities.

In response to this dramatic transformation in the structure and functioning of society, the educational system has not only been extended and re-shaped by these developments, but has also played a central role in facilitating the social and economic changes that have taken place. Thousands of new schools have been built; teaching has become one of the major modern professions; the duration of formal education has been progressively extended; innovations in curricula and a choice of programmes for students to follow have been introduced; and the educational system has shouldered a share of the responsibility for occupational training.

As a result, education has emerged as a major focus of interest in Canadian society. The reason for society's preoccupation with education is not limited to the traditionally important functions of transmitting the cultural heritage to youth, disseminating fundamental knowledge about the natural, social, and man-made environment in which young people will pursue their life chances, and encouraging the development of creative intellectual potential. The basic concern over education today springs from its intimate relationship with economic opportunity. If upward occupational mobility constitutes the highroad to upward social mobility and elevated social status in contemporary society, the various levels of the formal educational system have become the rungs of the safest ladder for the climb to a successful occupational career.

Given the accelerated tempo of social and economic change, the proliferation of occupational specialties, and the ways in which educational achievement sifts and sorts access to career opportunities, it is not surprising that parents, teachers, and many students themselves are expressing increasing concern about the occupational future of Canadian young people. There is a general consensus in the community that a smooth and efficient transfer of young people between school and work is of crucial importance to Canadian society. This objective is of equal import whether looked at from the point of view of ensuring opportunities for youth to build constructive and satisfying lives or from the point of view of meeting the requirements of a complex economy for skilled manpower.

Concern over the problems of school drop-outs and juvenile unemployment is commonly expressed in operational terms such as the need to increase school retention rates, extend vocational guidance and counseling facilities, and reduce the wastage of talent through scholarships and other forms of student financial support. A number of imaginative programmes along these lines have been planned and are being implemented.

What remains obscure, however, is the whole problem of how young people come to make educational and occupational choices; to what extent the process is one of rational planning and decision-making or one of drift and haphazard allocation among available jobs; whether the way in which young people make their choices is fairly standardized or varies systematically among different age and sex groups, various regions, types of schools and educational programmes, and among contrasting family and community backgrounds.

Although in recent years a number of valuable research studies have been conducted in particular localities and regions, our knowledge about the articulation between the educational and occupational plans of young people on a Canada-wide basis is as yet fragmentary and impressionistic. It is as a contribution to broadening and deepening our knowledge of this important process that this study has been conceived and directed.

1. *OBJECTIVES OF THE STUDY.* The process of educational and occupational choice among secondary school students is a complex one, influenced by a wide range of factors including the student's mental ability, interests, and personality, his family and community background, and his language, religion, and ethnic affiliation. Since the subject constitutes a complicated problem on which a wide range of dimensions impinge, it should be clearly acknowledged that no single study could expect to provide all the pertinent information and answers. For this reason, one of the purposes of this research project has been to collect and report bench-mark information on as many aspects of the subject as possible in order to stimulate and provide a basis for future research.

Within this wider context, the primary focus selected for this particular study of the career decisions of Canadian youth centers on the school as a social system and on the ways in which different school environments influence the educational and career choices of their students. The reason for this choice of emphasis on the question - "To what extent and in what ways does the school system influence the career goals of young people?" - is that the facilities and opportunities offered by the school probably constitute the most important single influence on students' choice of educational programmes and on the paths students follow toward particular occupations.

In the broadest sense, then, the aim of this research study is to illuminate the various processes which govern students' paths through school and their shifts between different paths; the processes that act to retain students in school until they complete their programmes or which push or pull them out of school before completion; and the processes that govern the movement of students toward post-secondary educational programmes, and toward particular occupations.

At the same time it should be candidly acknowledged that this choice of emphasis was also influenced by policy considerations. That is to say, schools and school systems represent the constellation of environmental factors and influences that can most readily be strengthened by community action and governmental encouragement. Other crucial factors that affect educational achievement and occupational choice, such as the basic intelligence and family background of students, are, from the point of view of this study at least, rather in the nature of given factors with which schools and teachers must work. In this study, therefore, data on intelligence, family circumstances, and community characteristics have been obtained and will be used as control or intervening variables. That is to say, such factors must be taken into account to the extent that they affect the influence the school exercises on student choices.

In a little more technical language, the aims of this study might be explained by describing the principal dependent variables as: a) students' occupational aspirations, plans, and decisions; and b) students' educational plans, decisions, and experiences. The utility of the second dependent variable springs from the fact that the student's educational path and achievement will have a direct bearing upon the range of occupational opportunities accessible to him. The principal independent variables of the study are restricted to the school and school system: a) the formal structure of the school, including the programmes of study open to students, the conditions under which they may transfer between paths, and the range of services provided by the

school such as guidance and counselling facilities; and b) the informal characteristics and atmosphere of the school, including the values attached by students to different schools and different programmes of study, informal contacts between students and teachers, peer relationships in the school, and the involvement of students in extra-curricular activities.

Though not really a basic objective of the study, it was intended that students might find filling out the questionnaires an interesting and helpful supplementary exercise in learning to think systematically about their educational and occupational plans.¹ Also, not least important among the purposes of the study was simply to afford young people opportunity to express themselves about the extent and nature of the assistance they require to meet their educational and vocational problems successfully.

In the last analysis, the usefulness of a research study of this kind hinges on the quality of the information, analysis, and interpretation it provides to assist important policy decisions, stimulate constructive innovation and experimentation, and guide carefully thought-through and balanced programmes. The most important policy consideration in this context is to ensure that Canadian young people are afforded ample opportunity and appropriate encouragement to develop their interests and abilities through education and training and realize their full potential through challenging and rewarding careers.

In order to achieve this goal, however, young people must also be given realistic information and relevant preparation for the occupational and career opportunities that a rapidly changing and developing economy and society will actually afford. The broadest objective of this study, therefore, is to provide information about the educational and occupational aspirations and plans of young Canadians which will assist those educational and training policymakers, teachers, parents, employers, and guidance personnel who co-operate together in helping young people to make a successful transition between school and work.

It is hoped that the study may also make a contribution at another level, perhaps of more direct and immediate relevance, in assisting particular groups of young people with their problems and decisions. Specifically, in supplying the several Provincial Departments of Education with duplicate sets of information from the schools and students located in their own provinces, the Departments may be assisted by carrying out, at substantially reduced cost, regional, community, and other sorts of additional analyses that may be of particular or immediate practical importance in individual provinces. Further, individual provinces, local educational authorities, and individual schools may be encouraged to develop or extend research studies to include important new and additional dimensions which it has not been possible to include in this initial co-operative survey.

2. *DESIGN OF THE SAMPLE OF SCHOOLS.* In order to collect the information required to achieve the objectives of the study, the research design was based upon secondary schools and school systems as the basic units for analysis. The richness of the analysis and the value of the study depend primarily on the inclusion of as many different types of secondary schools as considerations of cost and practicability would permit. As a result, the study design has included schools located in each of the ten provinces, both small schools and large schools, schools located in rural and urban communities, and schools of different types, among which are academic schools, technical and vocational schools, commercial schools, and 'composite' schools.

¹At the end of the questionnaire, students were asked the following question: "As a result of answering this questionnaire, do you think you will be more concerned with planning your career than you were before?" The distribution of student responses to this question were as follows:

	Percent
"Yes, much more than before"	18.0
"Yes, somewhat more"	19.8
"Yes, a little more"	18.9
"No, just the same"	24.2
"Don't know"	5.3
No answer	13.8

For the purposes of this study of 'publicly' operated secondary schools, a secondary school was defined as a school with at least one student enrolled in a grade designated as a secondary level grade. In the actual selection of schools for inclusion in the sample, however, schools offering instruction in only one secondary grade (e.g. only grade eight or grade nine) were excluded, while 'all-grade' schools offering instruction at both the elementary and secondary grade levels (e.g. grades one to eleven or twelve) were retained, though, of course, information was collected only from the secondary grades. In the case of Quebec, provincially-operated Trade Schools, and privately-operated Classical Colleges were added to constitute a coverage of schools equivalent to that in the other provinces.

The sample of schools was designed as a stratified probability sample. The primary criteria of stratification selected were: 1) Province; and 2) Type of School. For all provinces except Quebec, four types of secondary schools were delineated for inclusion in the study: a) academic schools; b) composite schools; c) vocational and technical schools; and d) academic and commercial schools. In the Province of Ontario, special vocational schools and commercial schools were included. In the case of Newfoundland, district vocational schools were included. In the case of the Province of Quebec, the types of secondary schools included in the study were: French Roman Catholic schools; English Roman Catholic schools; Protestant schools; Trade schools; and Colleges Classiques (secondary grades). The French Roman Catholic schools included the following categories: a) those with a general course only, a scientific course only, or both; b) those with a commercial course only; c) those with a classical course only; d) those with an occupational course only; and e) a residual category of schools with other combinations of programmes.

Because of the relatively small number of schools which it was practicable to include in each of the groups of types of schools within each province, two secondary criteria of stratification were also used to ensure adequate representation: 1) Size of Community in which schools were located; and 2) Size of School by enrolment. The four strata of community size conformed to the Census usage: centres of 100,000 population and above (including metropolitan areas); centres of 10,000 to 99,999 population; centres of 1,000 to 9,999; and centres with less than 1,000 population. As far as school size was concerned, schools were distributed according to their secondary enrolment in intervals of 100 pupils.

The sample of schools was designed to allow estimates and statements to be made for each type of school in each province within an acceptable margin of sampling error. The permissible sampling error, considered acceptable for this particular study, was plus or minus 7.5% at a 95% level of confidence.¹ This will, of course, allow estimates and statements to be made for all schools within a particular province, for particular types of schools for Canada as a whole, and for all schools on a Canada-wide basis within substantially narrower margins of sampling error.

Since the permissible sampling error was established to apply uniformly to all provinces and all types of schools within each province, this necessitated a variable sampling ratio being applied to individual types of schools within each province. In other words, the number of schools drawn into the sample as a proportion of the total number of schools in a province varies from province to province and among types of schools.

During the pre-test or pilot study, it was discovered that there was a greater variability of the key variables among schools with larger enrolments than among schools with smaller enrolments. In the selection of the sample of schools, therefore, instead of adhering to direct proportional allocation, optimal allocation based on school size was utilized.¹ On the assumption that schools with larger enrolments have a greater variability among themselves than schools with smaller enrolments, this method of optimal allocation favoured the selection of larger schools. This assumption appears to be a reasonable one, particularly at the extremes when the great

¹In addition to sampling error, the results of the study are affected by another source of error occurring in almost every study of this kind: the fact that some of the units selected, for one reason or another, did not participate. Fortunately, the participation rate was unusually high: 360 out of the initial sample of 373 schools co-operated in this study (a 3.5 percent non-participation rate).

variability among large urban secondary schools compared with the relative homogeneity of one- or two-room, rural all-grade schools is considered. On this basis, the sample design adopted will ensure that the results of the study will have the same degree of validity and accuracy for statements made concerning each of the ten provinces.

A further decision taken was that the study should include all students in secondary grades within the secondary schools selected in the sample, rather than limiting the administration of the study to a random sample of students at each grade level within the schools selected. This census type of administration of the study within the schools selected, in addition to yielding a greatly increased depth of student responses at very small additional administrative cost, also simplified the technical problems involved in the administration of a two-stage study of this type in so far as it eliminated the problem of matching the original sample of students in each school with the subsequent administration of the follow-up questionnaire.

On the basis of these specifications, it was statistically estimated that a sample of 373 schools would be required. The size of the sample of secondary schools and the population of secondary school students and teachers involved in the study can be seen in Table I.1. Perhaps the clearest indication of the magnitude of the study is that it embraces approximately eight percent of all publicly operated secondary schools in Canada and includes a little over thirteen percent of Canadian secondary school students.

TABLE I.1.
Secondary Schools, Students and Teachers Included in
"Career Decisions of Canadian Youth Study", 1965

	Secondary Schools ¹				Secondary Students ²			Secondary Teachers
	Total Number	Number in Sample	Sampling Ratio	Number of Non-responding Schools	Total Enrolment in all Secondary Schools	Secondary Students Included in Study		Number of Teachers Participating
						Number	% of Total	
Newfoundland	425	38	8.9	1	24,664	6,786	27.5	372
Prince Edward Island	40	12	30.0	—	5,587	3,149	56.4	152
Nova Scotia	134	17	12.7	—	35,373	7,198	20.3	380
New Brunswick	166	30	18.1	—	31,469	9,256	29.4	484
Quebec	1,955	106	5.4	11	325,721	32,908	10.1	1,930
Ontario	462	45	9.7	1	390,265	35,252	9.0	1,849
Manitoba	225	34	15.1	—	51,564	13,541	26.3	645
Saskatchewan	468	36	7.7	—	59,659	8,971	15.0	480
Alberta	372	32	8.6	—	72,400	14,734	20.4	784
British Columbia	222	23	10.4	—	100,969	14,022	13.9	808
Canada	4,469	373	8.3	13	1,097,671	145,817 ³	13.3	7,884 ⁴

1 Secondary schools as defined for the purpose of the study.

2 Enrolled in grade 9 and higher (grade 8 or equivalent and higher in Quebec).

3 Excludes 5,435 students (3.6%) whose returns were not useable.

4 Excludes 38 teachers (0.5%) whose returns were not useable.

It should be clearly acknowledged that the theoretical and methodological advantages of a panel or cohort design over the cross-sectional design adopted in this study were recognized and given careful consideration. In a panel design, only those students in the first secondary school grade of the sample of schools would have been selected. Subsequently their progress through the school system or, in the case of those dropping out of school, their progress in the labour force, would have been followed at regular intervals.

The main drawback of the cross-sectional design is that it is limited to a rather static picture of the phenomenon under study. Several features in the design of the present study have been introduced to offset this disadvantage, at least to some extent: a second questionnaire

repeating important items was administered to the students six months after the original data was collected in order to ascertain changes that had taken place during the school year; in order to obtain some insight into the dynamics of the process that takes place over the whole four or five year period of the secondary school experience, data was collected on a population of students in all school grades rather than limiting the study to students in the first and last years of secondary school; and steps were taken to solicit information on students dropping out of school from the principals of the schools in the sample.

Finally, it should be added that in recognizing the limitations of the cross-sectional design, care will be taken in the analysis of the data to avoid the pitfall of regarding the attitudes and aspirations of the senior secondary school student as equivalent or identical to those which the student entering secondary school may be expected to hold four or five years later.

The most important considerations that led to the adoption of the cross-sectional study design were: 1) to obtain and disseminate bench-mark information on the educational and occupational plans of secondary school students on a Canada-wide basis within as short a time as possible, rather than waiting for the four or five year period a panel design would have involved; 2) to minimize the amount of time required and dislocation caused the schools agreeing to participate in the study; and 3) to simplify the administration of the study and keep its costs within the allocated budget.

3. *DESIGN AND PRE-TEST OF THE RESEARCH INSTRUMENTS, AND THE COLLECTION OF THE DATA.* To collect the data necessary to achieve the objectives of the study, the following research instruments were developed for the first phase of the two-stage administration of the study. The primary instrument was a questionnaire to be filled out by all students in all secondary grades in the sample schools. This questionnaire included questions about the student's school and programme of study, his educational plans, his access to counselling and vocational information, his occupational plans, his ideas and attitudes about work and the future, his school-related activities, and background information about the student and his family. (Refer to Appendix). This questionnaire was accompanied by a brief intelligence or mental ability test¹ and by an interest inventory². The fourth instrument was a questionnaire to be completed by all teachers and guidance personnel in the schools included in the sample. This questionnaire included sections on teaching experience, background information, school organization, ideas and opinions on secondary education, and student counselling.

In the winter and spring of 1965, before beginning the collection of data for the main study, a pre-test or pilot study was carried out in fifteen schools not involved in the main sample. These fifteen schools were selected to include both schools in which English was the primary language of instruction and schools in which instruction took place in the French language; rural, urban, and consolidated schools; large schools, medium-sized schools, and small schools; and schools offering the programmes or combinations of programmes of study which were to be covered in the large-scale research study.

The purpose of this pilot study was two-fold: first, to test the research instruments (including the principal questionnaire) which had been designed for the study, and to modify and amend them on the basis of information and experience emanating from the pre-test, and second, to adjust and streamline the administrative procedures to be adopted for the main study on the basis of the experience gained and the advice offered by the principals, teachers, and guidance personnel participating in the pilot study. The pre-test proved particularly valuable in providing information on the basis of which virtually all the open-end questions included in the draft student questionnaire could be subsequently converted to the type of pre-coded answer categories suitable for the machine processing of the large volume of data involved in the main study.

¹ The test administered was The OTIS-LENNON MENTAL ABILITY TEST (Advanced Form Ac). Copyright, 1965. Harcourt, Brace & World, Inc., New York.

² The test administered was the CANADIAN INTEREST INVENTORY. Copyright, Canada, 1965. The Ontario Institute for Studies in Education, 344 Bloor St. West, Toronto 4, Ontario.

The administration of the revised questionnaires for the main study was achieved through the co-operation of the Provincial Departments of Education and the School Boards and Commissions which operated the schools in the sample. In September 1965, following earlier consultation with Departments of Education to solicit their participation and select Provincial Liaison Officers for the project, four-hour briefing meetings were held at central locations in each province at which a Career Decisions Study Project Officer and Provincial Officials discussed each document with the principals, vice principals, or guidance directors of the participating schools. The principals and teachers of the participating schools accepted the responsibility for conducting the administration of the research instruments in their own schools and classes.

The documents were completed in the autumn of 1965, with the teachers administering the student instruments to their home room classes, while they themselves completed the teacher questionnaires. The first half of November was selected for carrying out this work so that the students' reactions would reflect their opinions and aspirations as they existed close to the beginning of the school year, and yet allow the school sufficient time to surmount the hectic initial weeks and assume its 'natural rhythm'. From the point of view of the students, especially those in their first secondary school year, this time lag was also considered essential in order to allow them enough experience on which to base thoughtful responses.

In the case of both student and teacher instruments, the categories of information were largely pre-coded. Because of the large volume of student responses, a type of 'mark-sense' answer sheet was designed for all the student instruments. These answer sheets were subsequently fed through an optical reading machine which transferred the response data directly onto magnetic tapes for computer processing. Because of the relatively small volume of teacher questionnaires, this data was processed by the more conventional punch card method and subsequently integrated with the student data.

The research instruments used in the second phase of the administration of this two-stage research design involved a second questionnaire to be filled out by the same population of students and a self-administered questionnaire to be completed by the principals of the schools in the sample. This second student questionnaire contained both questions repeated from the first questionnaire and a number of additional questions. It was designed primarily to detect changes which had taken place in the student's educational plans and occupational aspirations during the course of the school year. This second questionnaire was administered in May, 1966, that is, as late in the school year as possible without interfering with examination schedules and other end-of-the-year school activities. The same administration, data collection, and data processing methods were followed as in the case of the first questionnaire, with the addition of a computer matching operation to interfile the new data with the original information supplied by each student on the master tapes.

The self administered principal questionnaire, also completed in May 1966, was designed primarily to collect supplementary factual information about school organization and administration, school facilities, and programmes of study. This questionnaire also solicited principals' opinions on a number of educational issues and his experience with student counselling. Because of the small number of questionnaires involved, this data was transcribed to punch cards and subsequently integrated with the other categories of information on magnetic tape. The final category of information called for by the research design consists of reports to be supplied by co-operating principals on students who had dropped out of school during the school year.

In developing a satisfactory research design for a Canada-wide study of secondary schools and school systems, the most difficult problems arose from the variation encountered from one province to another. Separate studies of the ten provincial secondary education systems would constitute a relatively straightforward problem in research design. However, the problem of establishing equivalencies in curricula, programmes of study, educational standards, etc. for the whole system of secondary schooling in Canada proved very difficult and was solved rather more satisfactorily on some dimensions than on others.

Of the many differences in secondary school organization resulting from the heterogeneity of the Canadian situation, there are two particularly confusing aspects to which the reader's attention should be drawn. The first is the fact that the initial grades of secondary school and the number of years to secondary school completion vary from province to province. This feature of the Canadian secondary school system may be discerned from an examination of the following table.

TABLE 1.2.
Provincial Grades Combined to Form
Specified Levels of Education for Canada*

Grade Level	Nfld.	P.E.I.	N.S.	N.B.	P.Q.	Ont.	Man.	Sask.	Alta.	B.C.
First year of secondary ¹	9	9	9	9	8	9	9	9	10	8
Second year of secondary	10	10	10	10	9	10	10	10	10	9
Junior Matriculation	11	12	11	12	11	12	11	11	— ²	12 ³
Senior Matriculation	—	—	12	—	12	13	12	12	12	13

* Source: Dominion Bureau of Statistics, Education Division. *Student Progress through the Schools by Age and Grade*. Ottawa 1965, p. 14., supplemented by information supplied by the Provincial Departments of Education.

¹ In provinces which have inaugurated the junior high school system, the grades specified in the table as 'First year of secondary' could actually be interpreted literally as beginning as early as Grade 7.

² There is no Junior Matriculation in this province.

³ Correction to table in original source.

The second feature of the Canadian secondary school system which makes comparability from province to province difficult, is the fact that the range of secondary school programmes of study varies from province to province. This feature of Canadian secondary education is illustrated in the following table.

4. **THE PRELIMINARY REPORT** The purpose of this preliminary report is simply to offer the reader a brief, initial picture of some of the main descriptive results of the survey. That is to say, the information in this first report is limited to a selection of general findings based primarily on the students' responses to the questions they were asked about their educational and occupational plans, and their experience with guidance. These descriptive statements were derived from and are supported by the inclusion of a set of Tables, compiled in most cases simply by converting the frequency distributions of student responses to the questions they were asked into percentages.

The introduction of primary and secondary independent variables and intervening variables has been almost completely excluded from this first report. In other words, the effects of type and size of school, the programme of study in which the student is enrolled, the student's intelligence quotient, the characteristics of the community in which the school is located, the socio-economic situation of the student's family, etc. on his educational and occupational aspirations, are not included in this report. Nor are tabulations of the responses to many of the questions in the questionnaires included, where the purpose of such questions was primarily to obtain information that might help to explain variations in student plans and decisions.

Another way of explaining the limitations imposed on this initial publication is to state that its purpose is restricted to reporting what the students themselves said about their educational and occupational plans, rather than attempting to sort out and explain the variation in their responses. The task of analyzing and interpreting the variation in the dependent phenomena by utilizing the data collected on the independent and intervening variables as suggested in the design for the research, has been reserved for subsequent publications in this series. In the presentation of the data in this report, in fact, the variables that have been introduced to organize the student response information have been restricted to province, sex, and school grade. In a limited number of cases where factual or additional knowledge was deemed necessary to allow the reader to understand the student response data, pertinent information supplied by teachers and school principals has also been introduced.

TABLE 1.3.
Secondary School Programmes of Study, by Province¹

Newfoundland	Prince Edward Island	Nova Scotia	New Brunswick	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia
<ol style="list-style-type: none"> Commercial Matriculation (University preparation) Pass Grade 11 (General) Trade 	<ol style="list-style-type: none"> College or University preparation Commercial High School Vocational High School 	<ol style="list-style-type: none"> Commercial General General Course Special Commercial Terminal University Preparation Vocational or Trade Course 	<ol style="list-style-type: none"> Academic (University Preparation) Technical High School Home Economics Vocational or Job Preparatory (Commercial, Home-making, Industrial) 	<ol style="list-style-type: none"> Cours, familial Général Général-mathématiques Général-arts Scientifique Sciences-mathématiques Science-lettres Commercial Cour des métiers Classique Classes occupationnelles ou initiation au travail Cours spécial English Protestant Latin Science Practical Commercial Occupations Other Programmes English Catholic Honours Pass Commercial 	<ol style="list-style-type: none"> Five-Year Arts and Science Four-Year Arts and Science Five-Year Commercial Four-Year Commercial Five-Year Science, Technology and Trades Four-Year Science, Technology and Trades Two-Year Programme Occupational 	<ol style="list-style-type: none"> General course University Entrance Vocational Commercial Vocational Industrial 	<ol style="list-style-type: none"> Commercial General Technical Terminal (Special) University Preparatory 	<ol style="list-style-type: none"> Business Education Matriculation Matriculation Technical Matriculation Business Education Technical Vocational Other Programmes 	<ol style="list-style-type: none"> Academic-Technical General Programme Regular Education Programme Commercial Community Visual and Performing Arts Programmes for Particular Occupations Industrial Education Senior Matriculation (Grade 13)

¹Source: Information supplied by Provincial Departments of Education.

The reasons for publishing a preliminary report of this type in advance of the main body of analytical information called for by the research design are several: a) due to the difficulties and delays involved in processing the volume of data emanating from such a study, the complete analytical results will not be available for some time; b) it, therefore, appeared desirable to arrange an interim feedback from the research which could be distributed more promptly to interested readers, and particularly to the Departments of Education, school principals, teachers, and students who had co-operated in supplying the information for the study; and c) since this is the first occasion on which a study has been carried out with a sample where the results can be extrapolated to apply to secondary school students on a Canada-wide basis, it was felt that even such limited results might immediately prove both interesting and useful to researchers, educators, and laymen, and that the publication of these initial results should, therefore, not be withheld pending completion of the analysis and interpretation of the data.

It should be added that the information offered in this preliminary study is limited in a number of additional respects. In the first place, only the student questionnaire data collected in the initial or autumn administration has been utilized, since data from the second or spring questionnaire, designed to detect changes in aspirations and plans having taken place during the school year, was not available in time for inclusion in the first report. In the second place, it should also be pointed out that only approximately half of the data from the initial administration was available in a form that could be used for the compilation of the tabulations used in this preliminary document. Fortunately, however, the schedule for the processing of the questionnaires had been arranged in such a way that the reliability of the results based on approximately one half of the autumn student questionnaire returns was not infringed. The number of student questionnaires included in this preliminary report can be seen in the following table. The formula used to derive this sub-sample of student questionnaires was to include 100% of useable returns from schools with an enrolment of 99 or fewer students; 75% of those from schools with an enrolment between 100 and 199 students; and 50% of those from schools with an enrolment of over 200 students.

TABLE 1.4.
Number of Schools and Number of Student Questionnaire Returns,
by Province, Included in Compilation of Basic Data

Province	Number of Schools with Enrolment 1-99 (100% of returns included)	Number of Schools with Enrolment 100-199 (75% of returns included)	Number of Schools with Enrolment 200+ (50% of returns included)	Total Number of Schools included	Number of Student Question- naires Involved in Study	Number of Student Question- naires used in this Preliminary Report	Proportion of Total Number of Student Question- naires used in this Preliminary Report
Newfoundland	18	10	9	37	6,786	4,053	59.7
Prince Edward Island	1	3	8	12	3,149	1,700	54.0
Nova Scotia	1	—	16	17	7,198	3,670	51.0
New Brunswick	7	9	14	30	9,256	5,167	55.8
Quebec	17	20	58	95	32,908	17,622	53.6
Ontario	—	2	42	44	35,252	17,265	49.0
Manitoba	5	8	21	34	13,541	7,128	52.6
Saskatchewan	9	13	14	36	8,971	4,983	55.5
Alberta	5	7	20	32	14,734	7,774	52.8
B. C.	—	1	22	23	14,022	7,028	50.1
CANADA	63	73	224	360	145,817	76,390	52.4

The information in the next part of this report is presented in three chapters: 1. Educational Plans; 2. Occupational Plans; and 3. Guidance. Each of these chapters is subdivided into a number of sections dealing with particular topics. Under Educational Plans, the first section concerns student plans about remaining in high school or dropping out and presents information

about the proportion of students contemplating each of these decisions, and the reasons advanced by those students considering dropping out of high school. In addition, a number of factors relating to this basic decision including the influence of parents and friends, the student's experience with his particular programme of study, and the degree to which he feels he is prepared to make a mature decision in this regard are included. The second section addresses itself to the post-secondary educational plans of students and includes information on whether students are intending to continue their formal education after secondary school, what factors they feel might influence their decision in this regard, the type of post-secondary education they are considering, and the influence of their parents and friends on this decision.

In the second chapter the first section deals with students' career preferences and expectations, including their occupational preferences, the types of occupations they feel they have been trained for and expect to enter, a comparison between their occupational preferences, realistic expectations, and the sorts of occupations they feel they have been trained for, and information on the sequence and relationship of decisions students make between the programme of study they follow in secondary school and the occupations on which they are planning to embark. The second section on student preparedness for occupational decisions deals with the degree of uncertainty experienced by students in regard to their occupational plans and the extent to which they feel they are well enough informed about both their own occupational interests and the occupational opportunities available in the labour market. The final section on student attitudes toward work and the future includes the topics of the worries students entertain about the prospect of obtaining a satisfactory job, the degree of importance they attach to their future careers, their level of ambition, sense of control over events, and the handicaps they feel emanate from deprived socio-economic backgrounds. The chapter on Guidance comprises three sections. Guidance personnel presents information on time devoted to guidance work, the training and experience of guidance personnel, and on impressions of the adequacy of guidance personnel in terms of numbers, availability, and training. The second section deals with the range and adequacy of guidance facilities. The third section on student awareness of guidance services deals with the students' awareness of both the accessibility of counselling services and occupational information and tests. And the fourth section demonstrates the extent to which students utilize counsellors and guidance facilities.

The reader will notice that no references have been made in this preliminary report to the several important and, to some degree, comparable studies that have been conducted in a number of Canadian provinces nor to pertinent research reports emanating from the United States and Western European countries. It was felt that since the purpose of the present document is restricted to a straightforward reporting of student response data, such comparative references to analytical reports would be unjustified and could prove misleading. Consequently, comparisons of the results of this study with related research findings have been reserved for a more analytical report on the Career Decisions of Canadian Youth Study, which will also include an annotated bibliography of relevant research studies.

A standard format for the presentation of information has been adhered to in Part II of this report. Under each topic, the main findings have been extracted and presented in the form of brief statements. In each case, the findings pertaining to Canada as a whole are presented first, followed by comments on important differences among provinces, between sexes, and variations between the several grade levels. For the reader who requires more detailed information, a reference is made to the statistical tables on which the textual comments on each topic have been based.

The results presented here are preliminary in the sense that no interpretations or explanations are offered for the distributions obtained. Even the interpretations that are immediately suggested by the explicit content of the questions or by what is already known about career decision making have not been mentioned. The report is also preliminary in the sense that almost no attempt is made to relate the responses to different questions to one another. These analytical tasks are presently being undertaken and the results will be incorporated in subsequent reports.

PART II

CAREER DECISIONS

1. <i>EDUCATIONAL PLANS</i>	17
2. <i>OCCUPATIONAL PLANS</i>	33
3. <i>GUIDANCE</i>	51

1. EDUCATIONAL PLANS

A. Decisions Concerning Secondary School

19

- (i) Leaving or Staying in High School*
- (ii) Reasons for Dropping Out*
- (iii) The Wishes of Parents and Intentions of Friends*
- (iv) Decision Concerning Programme of Study in High School*
- (v) Preparation for a Decision Concerning Programme of Study*

B. Decisions Concerning Post-Secondary School

25

- (i) Attending a Post-Secondary School*
- (ii) Factors that Might Change the Decision*
- (iii) Type of Post-Secondary School*
- (iv) Wishes of Parents and Intentions of Friends*

A. Decisions Concerning Secondary School

(i) Leaving or Staying in High School

Canada

* Two thirds of Canadian high school students (67.8%) indicate that they will definitely complete their secondary education, and, in addition a little less than a fifth (17.6%) say they will probably do so. (Table 1 and Graph 1).

* About one tenth (9.7%) are either definite or think it is probable that they will leave high school before finishing.¹

* Boys and girls are about equally likely to say that they will probably or definitely finish high school. The difference varies depending on grade level, but it tends to be around 3%. (Table 3).

* Among both boys and girls, students who have reached their fourth year in secondary school are about 13% more likely to say that they will probably or definitely finish their secondary education than are first year high school students. The proportion who think they will leave before finishing or who are uncertain decreases from the earlier to the more advanced grade levels.

Provinces

* The proportion of students who definitely plan to finish high school varies considerably from province to province: the proportion varies between 60.9% and 80.7%. (Table 1 and Graph 1).

* The proportion who think they will definitely or probably leave before finishing varies between 5.2% and 14.2% among the provinces.

* In most provinces, girls are more likely to think they will complete high school than boys (Table 3). However, the difference is negligible in some provinces. Moreover, it disappears progressively from the first to the fourth year of high school,² as can be seen from the following comparison:

**Percentage of Girls Minus Percentage of Boys
Who Think They Will Complete High School**

	Among first year students % difference	Among fourth year students % difference
Nfld.	1.7	-1.2
PEI	12.4	2.9
N.S.	6.8	0.6
N.B.	10.3	0.3
Que.	6.4	2.8
Ont.	2.7	3.4
Man.	8.9	-0.8
Sask.	5.6	2.6
Alta.	7.8	2.9
B.C.	4.4	3.4

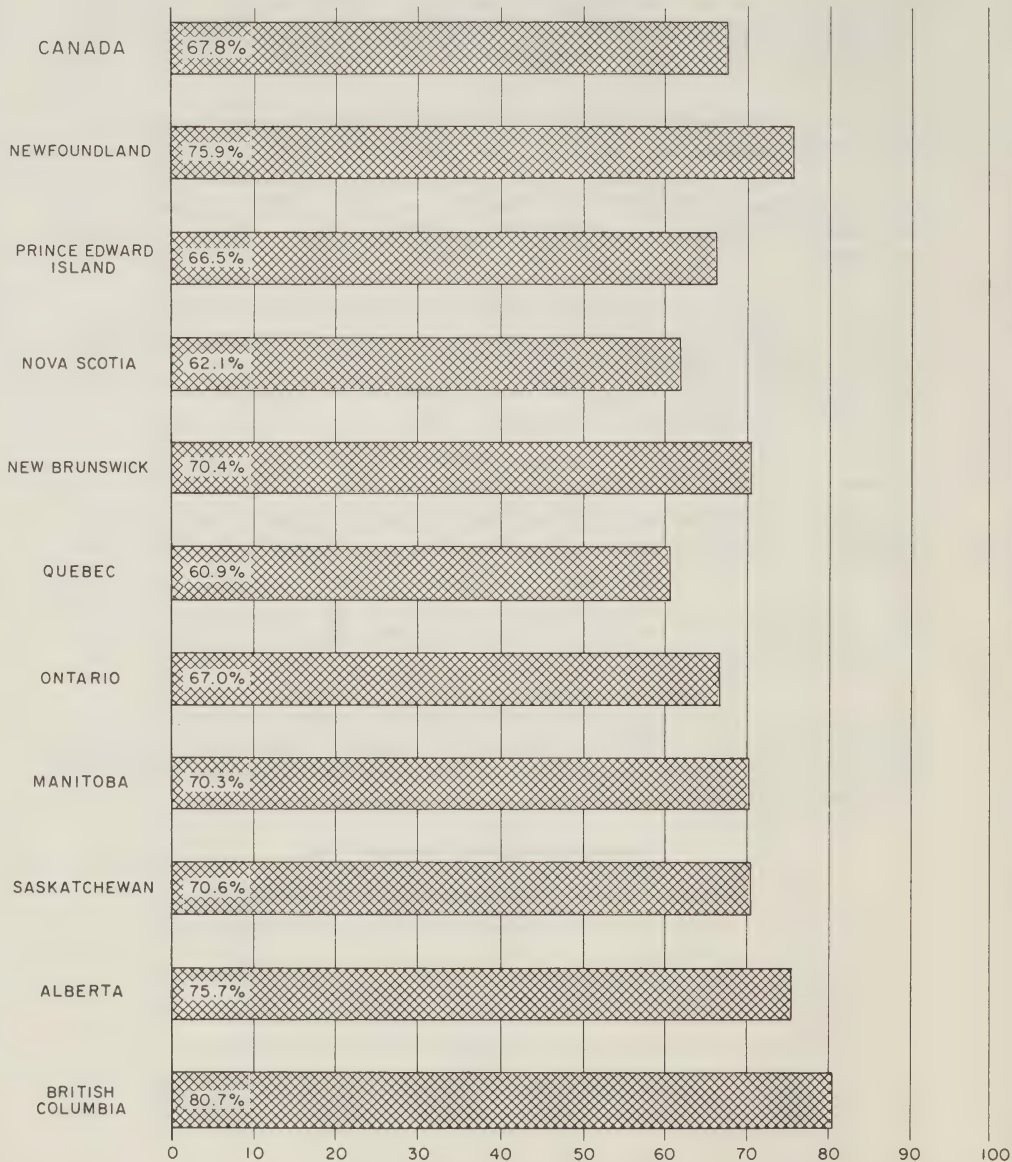
¹ When no reference to a table is made, see the reference in the previous statement.

² Throughout the report, first year of high school refers to grade 8 in Quebec and to grade 9 in the other provinces; fourth year refers to grade 11 in Quebec and to grade 12 in the other provinces. Since there are only three secondary grades in Newfoundland, the data for the third (grade 11) are presented.

GRAPH - I

QUESTION: DO YOU THINK YOU WILL LEAVE SCHOOL SOON, LEAVE LATER, OR STAY UNTIL FINISHING ?

ANSWER: DEFINITELY FINISH HIGH SCHOOL



- * In all provinces, the proportion of students who say they will either definitely or probably finish high school increases with grade level. The percentage increase, however, varies considerably from one province to another, for boys and girls:

Percentage of Fourth Year Minus Percentage of First Year Students Who Will Definitely or Probably Finish High School		
	Among boys % difference	Among girls % difference
Nfld.	14.6	11.7
PEI	25.5	16.0
N.S.	24.9	18.7
N.B.	26.6	16.6
Que.	15.1	11.5
Ont.	12.1	12.8
Man.	19.4	9.7
Sask.	9.7	6.7
Alta.	9.6	4.7
B.C.	6.0	5.0

(ii) Reasons for Dropping Out

Canada

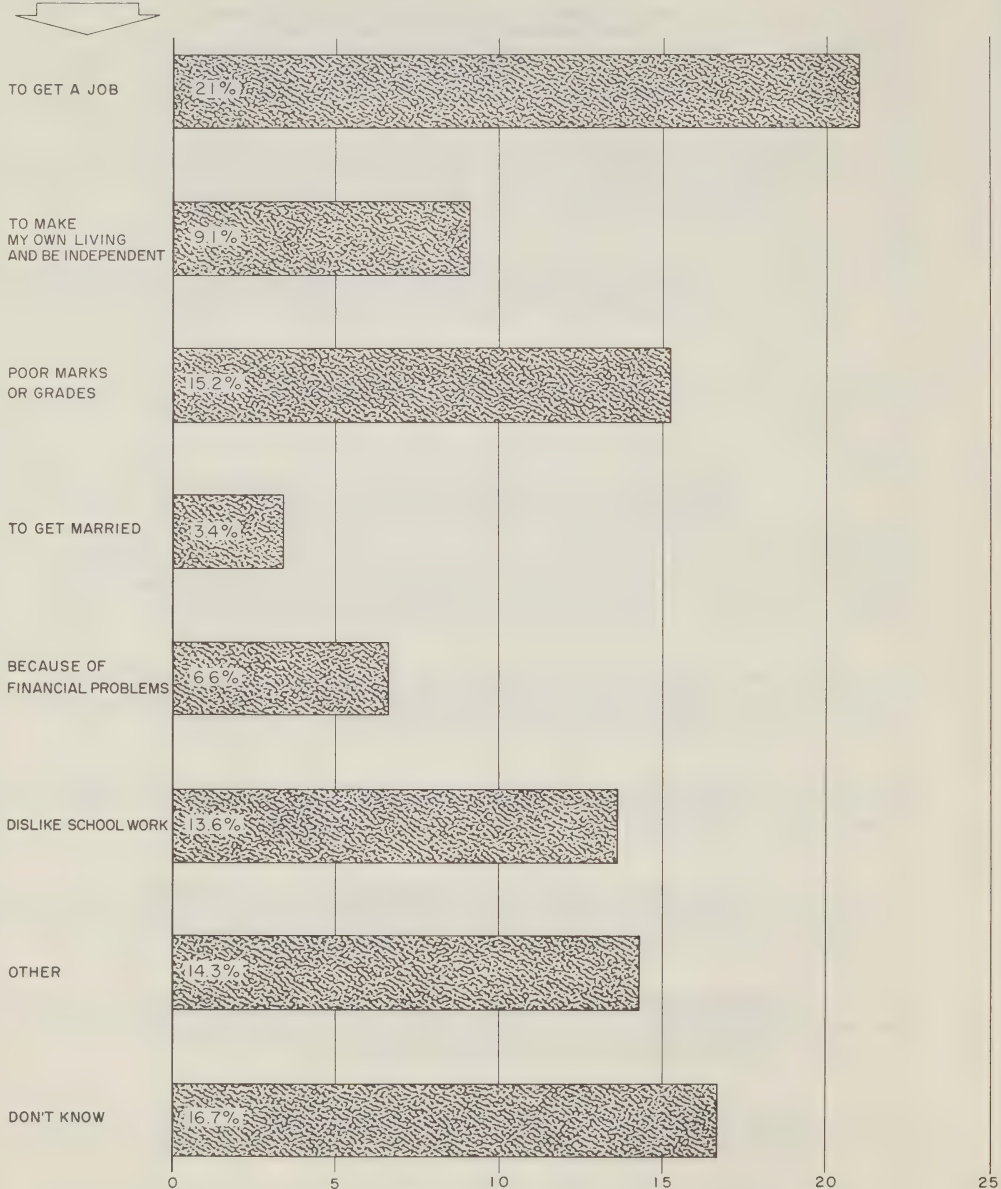
- * A little more than a quarter (28.9%) of the students who think they will probably or definitely leave high school indicate a school-related reason as the most important one for doing so: 15.2% point to "poor marks or grades" and 13.6% to "dislike school work". (Table 5. and Graph 2).
- * More than a third (36.7%) give a work-related reason as the most important one: "to get a job" (21.0%), "to make my own living and be independent" (9.1%), and "because of financial problems" (6.6%).
- * Less than one fifth (16.7%) indicate that they "don't know" the reason for their intention to drop out.
- * Boys and girls are about equally likely to mention "to get a job", "poor marks or grades", "don't know", or "financial problems". However, boys are a little more likely than girls to mention "dislike of school work": a difference of about 7%. (Tables 6 to 11).
- * The various reasons for dropping out are mentioned about equally frequently at each of the four grade levels. The only proportion that decreases with grade level is the proportion of "don't know": a decrease of about 12% from grade 9 to grade 12.

Provinces

- * The relative importance of "to get a job", "poor marks", and "dislike of school" changes from one province to another. In some provinces "poor marks or grades" is mentioned somewhat more frequently than the other reasons; in others "to get a job" is more frequently mentioned. In still others the three reasons are mentioned about equally frequently.

QUESTION: IF YOU ARE PROBABLY OR DEFINITELY GOING TO LEAVE HIGH SCHOOL BEFORE FINISHING, INDICATE THE MAIN REASON FOR LEAVING

ANSWERS:



(iii) *Wishes of Parents and Intentions of Friends*

Canada

- * 85.8% of the students say that their parents want them to finish their high school; while only 3.4% say that their parents want them to leave before finishing. (Table 12).
- * One tenth (10.2%) say that they do not know their parents' wishes in this respect.
- * This distribution is similar to that for the students' own plans:

Students' Plans and Parents' Wishes About Finishing High School

	Students' Plans %	Parents' Wishes %
Leave before finishing	9.7	3.4
Stay until finishing	85.4	85.8
Don't know and no answer	4.8	10.9

- * About two thirds of the students (64.4%) think that some of their friends will not finish secondary school. About a fifth of these students think that at least half of their friends will not finish (Table 15). Looked at from a different perspective, one can also say that over two thirds of the students (69.8%) think that all or most of their friends plan to complete high school.
- * Also, two thirds of the students (67.6%) say that at least one of their friends has left high school before finishing. (Table 17).

Provinces

- * In all but one province, the proportion who say that their parents want them to complete their secondary education is higher than or close to the national average; this varies between 87.7% and 94.6%. (Table 12).
- * A comparison between the students' plans and the parents' wishes gives slightly different results from one province to another:

**Students' Plans Compared With Parents' Wishes
Concerning Finishing High School by Province**

	Students' Plans			Parents' Wishes		
	Leave	Stay	Don't Know and No Answer	Leave	Stay	Don't Know and No Answer
Nfld.	5.7	90.1	4.2	1.0	92.0	7.0
PEI	8.9	84.8	6.3	2.3	87.7	20.0
N.S.	14.2	81.4	4.4	4.3	89.3	6.4
N.B.	6.8	87.2	6.0	2.1	88.6	9.3
Que.	14.2	78.7	7.1	6.3	72.9	20.8
Ont.	8.2	87.4	4.4	2.3	91.4	6.3
Man.	9.0	86.7	4.3	2.6	90.5	6.9
Sask.	7.3	88.9	3.8	1.4	93.2	5.4
Alta.	5.4	91.9	2.7	1.3	93.4	5.3
B.C.	5.2	92.4	2.3	1.3	94.6	4.2

- * A similar rank order obtains when provinces are listed according to: 1) the proportion of students who think that some of their friends will not complete high school; 2) the proportion of students who have at least one friend who has left high school before finishing; 3) the proportion of students who intend to leave school themselves before finishing; or 4) the actual retention rates calculated by the Dominion Bureau of Statistics.¹

(iv) Decision Concerning Programme of Study in High School

- * About nine out of every ten (86.6%) high school students are in a school in which two or more programmes of study are offered. (Table 19).
- * The proportion of students who say there is only one programme of study in their school varies between less than 1% and 50%, depending on the province. (Table 21).
- * The majority of students in each province say they are in the university preparatory programme.² (Table 22).
- * About three quarters (74.7%) of the students in multiprogramme schools say they chose their present programme of study themselves rather than being placed in it by the school. (Table 20).
- * The proportion who chose their programme of study themselves also varies across the provinces: 55.3% to 88.4%.

(v) Preparation for a Decision Concerning Programme of Study

Canada

- * While the majority of students are in the university preparatory programme; the proportion who think this is the programme they are the most suited for is at least 15 percentage points lower and can be as much as 40 percentage points lower, depending on the province. (Table 22).
- * There is a large proportion of students who do not know which programme they are the most suited for, or who have not thought about it, or who know that it is not the one they presently are in. This proportion varies between 29.3% and 66.6%, depending on the province.
- * Almost half of the faculty of secondary schools (46.9%) think that at least one fourth of the students are not in a programme of study for which they are suited. Another third of the faculty (32.7%) say less than one fourth. Only 8.9% say none or almost none of the students are not in a suitable programme. (Table 21).
- * More than 2 out of every 5 students (44.4%) feel that a student knows enough about his interests and abilities to choose his programme of study after he has been in high school for at least two years. Another 9.7% say they don't know when a student knows enough about himself to take this decision. (Table 24).
- * Two thirds of the faculty (67.3%) also feel that it takes at least two years for a student to know his interests and abilities well enough to choose his programme of study in high school. (Table 26).

¹ Canada, Dominion Bureau of Statistics, Education Division. *Student Progress Through the Schools by Age and Grade*. Ottawa, 1965. Table 3. p. 13.

² Because of the variation in the structure of programmes of study from one province to another, no national calculations are given for this variable.

- * Moreover, the majority of the faculty (58.7%) feel that it takes at least two years for a teacher to know enough about the interests and abilities of a student to help him choose his programme of study. (Table 27).

B. Decisions Concerning Post-Secondary School

(i) Attending a Post-Secondary School

Canada

- * About a third (32.4%) of Canadian high school students think they will definitely continue their education after high school on a full-time basis. Another 20.6% think they will probably do so. (Table 28).
- * Only 3% think they will definitely continue on a part-time basis, and 6.2% think they will probably do so.
- * A little less than one tenth (9.5%) think they will either definitely or probably not attend post-secondary school at all.
- * Finally, 18% are undecided and another 9.5% say they have not thought about it yet.
- * There are almost no differences between boys and girls in their intentions concerning post-secondary school. This applies to both full-time or part-time post-secondary education. (Table 31 and 32).
- * The proportion who think they will probably or definitely continue on a full-time basis is larger in grade 12 than in grade 9: 10% larger among boys and 12% among girls. The increase from earlier to more advanced grades is not as pronounced in the case of the proportion of those who think they will continue on a part-time basis: 5% larger among boys and 3.4% among girls.
- * The proportion of those who are undecided is about the same among boys and girls and remains approximately the same from grade 9 to grade 12. On the other hand, the proportion who have not thought about post-secondary education - which is about the same for boys and girls - decreases considerably from the first to the fourth grade of high school. (Tables 34 and 35).

(ii) Factors That Might Change the Decision

Canada

- * Of those *who intend* to continue their education after high school, 51% indicate a factor that might make them change their mind, 28.2% declare that nothing would make them alter their intention, and 20.8% say either that they don't know or that they have never thought about it. (Table 36 and Graph 3).
- * The factors most frequently mentioned which might affect the decision are: "if my grades or marks are not good enough" (15.7%), "if I am offered a job I like" (14.4%), and "if I do not have enough money to continue" (10.5%).
- * Of those *who do not intend* to continue after high school or are undecided, 68.5% indicate something that might alter their intention, 8.1% say that nothing would make them change their mind, and 23.4% don't know or have not thought about it. (Table 40).

QUESTION: IF YOU DO INTEND TO CONTINUE YOUR EDUCATION AFTER HIGH SCHOOL, IS THERE ANY ONE THING THAT MIGHT MAKE YOU CHANGE YOUR MIND?

ANSWERS:



NOTHING

28.2%

IF I AM OFFERED
A JOB I LIKE

14.4%

IF MY GRADES ARE
NOT GOOD ENOUGH

15.7%

IF I DO NOT HAVE
ENOUGH MONEY

10.5%

IF I GET MARRIED

3.4%

IF MY PARENTS FEEL
I SHOULD GET A JOB

3.4%

OTHER

3.6%

DON'T KNOW

10.4%

NEVER THOUGHT
ABOUT IT

10.4%

0 5 10 15 20 25 30

- * Those who intend to continue, therefore, are more likely to be definite about their intention than those who do not intend to do so: 28.2% as compared to 8.1%.
- * The need for more education in order to get ahead occupationally is by far the most frequently mentioned factor that might change the students' intention in favor of post-secondary education (36.4%). The factors next most frequently mentioned are: "if I could get enough money to continue" (11.7%), and "if my parents insist that I continue" (7.9%). (Graph 4).
- * Boys and girls *who intend* to continue their education are equally likely to say that nothing will make them change their mind about it. Moreover, the factors that might alter this intention are about the same for boys and girls, except that boys are more likely to mention "if I am offered a job I like" while girls are a little more likely to mention "if I get married". (Tables 37, 38, and 39).

Provinces

- * The proportion of students who think they will probably or definitely continue their education after high school on a full-time basis is not the same in all provinces: it varies between 42.6% and 55.8%. (Table 29).
- * The proportion who think they will continue on a part-time basis is almost the same in all provinces; it varies between 7% and 11.1%.
- * The inter-provincial range for the proportion of students who are undecided is large: 15.7%; from 12.8% to 28.6%. The proportion who have not thought about this yet varies between 4.6% and 14.8%. (Table 28).
- * Nationally, there is no difference between the proportion of boys and girls who plan post-secondary education. In some provinces, however, there are differences showing that girls are somewhat more likely than boys to want to continue their education on a full-time basis after high school. (Table 31).

Percentage of Girls Minus Percentage of Boys Who Intend to Continue
Their Education on a Full-time Basis After High School

	Among First Year Students % difference	Among Fourth Year Students % difference
Nfld.	1.2	3.0
PEI	1.3	6.4
N.S.	10.2	10.2
N.B.	8.0	1.6
Que.	0.1	-5.9
Ont.	-2.4	-6.7
Man.	-2.8	0.0
Sask.	7.7	8.5
Alta.	2.7	0.6
B.C.	5.3	4.3

GRAPH-4

QUESTION: IF YOU DO NOT INTEND TO CONTINUE YOUR EDUCATION AFTER HIGH SCHOOL OR IF YOU ARE UNDECIDED, IS THERE ANY ONE THING THAT MIGHT MAKE YOU CHANGE YOUR MIND?

ANSWERS:



NOTHING WOULD
MAKE ME CHANGE
MY MIND

8.1%

YES, IF I COULD
GET ENOUGH MONEY
TO CONTINUE

11.7%

YES, IF MY PARENTS
INSIST I CONTINUE

7.9%

YES, IF I DO NOT GET
A JOB AT ALL

4.0%

YES, IF I NEED MORE
EDUCATION TO GET
AHEAD IN MY JOB

36%

YES, IF I ONLY FIND
JOBS THAT I
DON'T LIKE

3.1%

OTHER

5.4%

DON'T KNOW

11.9%

NEVER THOUGHT
ABOUT IT

11.5%

0 5 10 15 20 25 30 35 40

* In all provinces fourth year students are more likely to think they will continue on a full-time basis than first year students. The magnitude of the difference varies from province to province:

Percentage of Girls Minus Percentage of Boys Who Think They Will
Continue Their Education After High School

	Among Boys % difference	Among Girls % difference
Nfld.	12.7	14.5
PEI	24.6	29.7
N.S.	29.6	29.5
N.B.	28.6	22.2
Que.	26.6	20.6
Ont.	10.3	6.0
Man.	26.2	29.0
Sask.	16.1	16.9
Alta.	13.2	11.1
B.C.	8.0	7.0

* The proportion of students who think they will continue their education on a part-time basis after high school shows little variation not only from province to province, but also between boys and girls and among grades in high school. Of the 105 percentages in Table 32, only 14 depart from the national percentage (9.2%) by more than 4%.

* The proportion of both boys and girls who say that nothing would make them change their mind about going to post-secondary school does not change from the first to the fourth year of high school. However, the proportion who don't know or who have not thought about it is smaller in the fourth than in the first year.

* The relative importance of some of the factors changes with grade level: among grade 9 boys the offer of a job is more frequently mentioned than poor marks or grades as a factor militating against the intention to continue while among grade 12 boys the importance of these factors is reversed. Among girls, at all grade levels, marks or grades are more frequently mentioned than the offer of a job; but the importance of marks or grades relative to the offer of a job increases from the first to the fourth year.

* Boys and girls *who do not intend* to continue their education after high school or who are undecided are about equally likely to be set in their intention, or, if they think they might change their mind, they mention the same factors about equally frequently. (Tables 41 and 42)

* Job related factors (e.g. "if I need more education to get ahead in my job") are more frequently mentioned in the fourth than in the first year of high school as factors affecting a favourable decision toward post-secondary education. This is also the case for "if I could get enough money to continue", but for boys only; among girls it is mentioned equally frequently in the fourth and in the first year. On the other hand, the influence of parents changes as the student becomes older: both boys and girls are less likely to check "if my parents insist that I continue" in the fourth than they are in the first year of high school.

Provinces

* The proportion of students *who definitely intend* to continue their education after high school varies within a range of 11.2% across provinces: from 23.5% to 34.7%. (Table 36).

- * In some provinces poor grades are mentioned more frequently than the offer of a job as a factor affecting the decision to continue. In other provinces either no difference or the reverse is observed:

	Offer of a Job	Poor Grades
Nfld.	13.1	15.4
PEI	10.5	15.7
N.S.	10.3	17.0
N.B.	13.7	15.6
Que.	16.0	9.2
Ont.	13.7	20.8
Man.	13.8	18.4
Sask.	11.1	19.8
Alta.	11.5	19.1
B.C.	16.2	16.3

- * The proportion of students *who do not intend* to continue after high school or who are undecided and who say that nothing would make them change their mind varies little from province to province: from 5.5% to 10.8% (Table 40).

- * The need for more education to get ahead is mentioned more frequently in some provinces than in others as a factor that might change the decision in favor of post-secondary education: from 27.6% to 43.9%. "If I could get enough money to continue" varies within a range of 7.2% across provinces and "If my parents insist that I continue" within a range of 8.2%.

(iii) Type of Post-Secondary School

- * About a third (34.3%) of the students *who intend* to continue their education after high school think they will attend a college or university; 9.1% a business college; 8.6% an institute of technology; 8.4% a nursing school; 7.3% a teacher's college; and 11.2% other types of post-secondary institutions. Finally, about a fifth (21.1%) are undecided or have not thought about a particular type of post-secondary institution. (Table 43 and Graph 5).

- * Boys mention "college or university" more frequently than girls by more than 10%, while girls mention "business college" and "teacher's college" more frequently than boys by at least 6% in each case. (Tables 44 and 45).

- * Among boys, the proportion who indicate "college or university" and "institute of technology" increases from the first to the fourth year in high school, while little change between grades is observable in the proportion who mention other types of institutions.

- * Among girls, the proportion who mention "college or university" and "other" types of schools increases from first to fourth year. The remaining categories show little change from grade to grade.

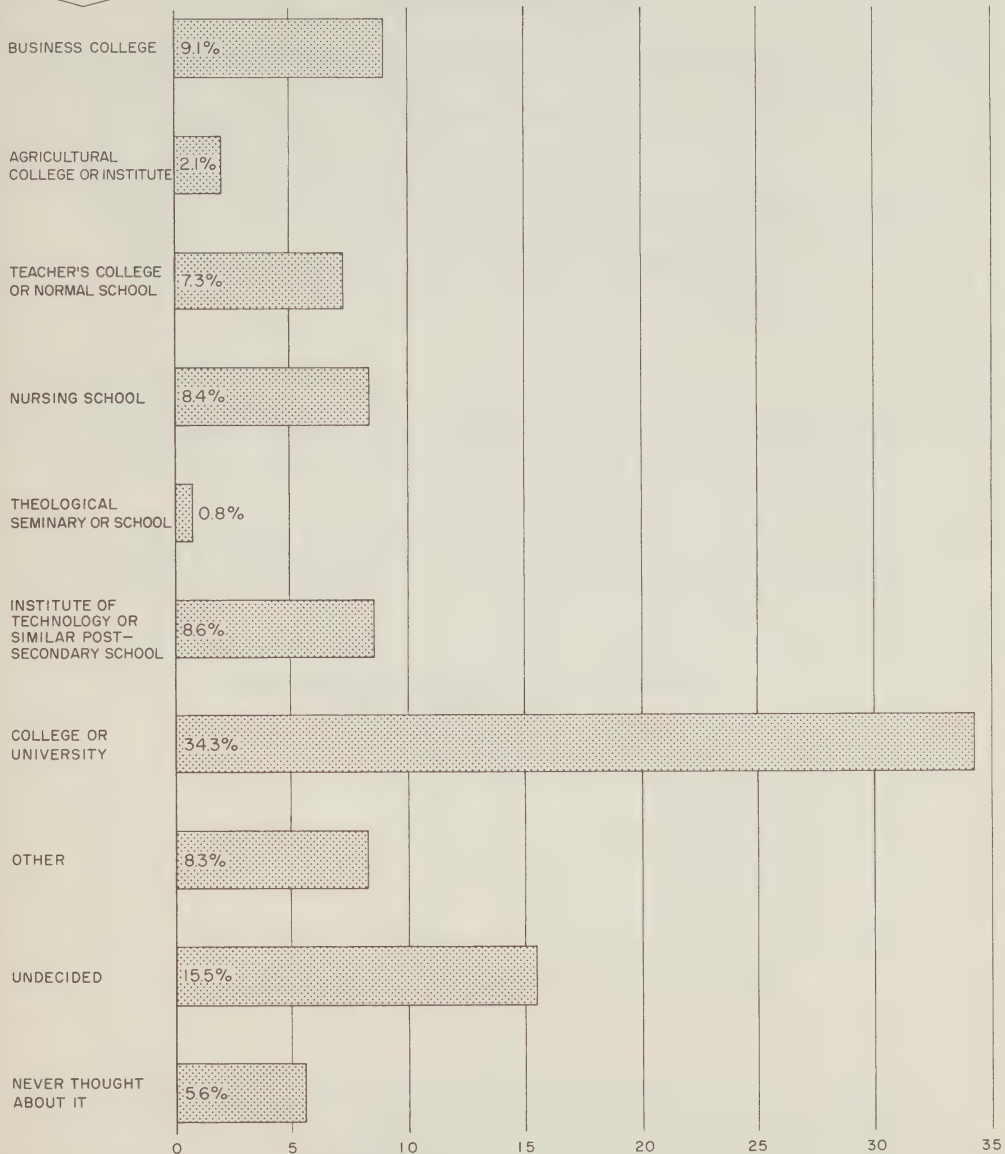
- * The pattern of choices of types of post-secondary schools varies considerably from one province to another. Even if "college or university" is always the most frequently mentioned, it can be checked as frequently as 44.6% of the time in one province and as infrequently as 25.5% in another. (Table 43).

(iv) Wishes of Parents and Intentions of Friends

- * More than half of the students say their parents want them to continue their education after high school either on a full-time basis (55.3%) or on a part-time basis (7.6%). Almost a third (31.0%) do not know their parents' wishes. (Table 46).

QUESTION: WHAT KIND OF SCHOOL DO YOU THINK YOU WILL ATTEND AFTER HIGH SCHOOL?

ANSWERS:



* This distribution closely parallels the students' own intentions:

Students' Intentions Compared With Parents' Wishes Regarding Post-secondary Plans		
	Students' Intentions %	Parents' Wishes
On a full-time basis	53.0	55.3
Definitely	32.4	
Probably	20.6	
On a part-time basis	9.2	7.6
Definitely	3.0	
Probably	6.2	
Not at all	9.5	4.8
Definitely	2.7	
Probably	6.8	
Undecided and have not thought about it or don't know parents' wishes and no answer	27.5	32.3

* There is little variation between the students' own intentions and parents' wishes as to the type of post-secondary institution to be attended except in the case of "college or university": while 43.4% of the students say their parents want them to attend this type of institution, only 34.3% of the students themselves think they will attend college or university. (Table 49).

* Again, the distribution of parents' wishes closely parallels the students' intentions concerning type of post-secondary institution.

Students' Intentions Compared With Parents' Wishes Regarding Type of Post-secondary Institution		
	Students' intentions %	Parents' wishes %
College or university	34.3	43.4
Business college	9.1	11.8
Institute of Technology	8.6	9.0
Nursing school	8.4	9.4
Teachers' college	7.3	8.4
Agricultural college	2.1	2.3
Theological seminary	0.8	1.2
Other	8.3	6.9
Undecided and never thought about it or no school in particular	21.1	7.5

* More than a third of the students (38.2%) say that all or most of their friends in school are planning to continue their education on a full-time or a part-time basis after high school. Another 28.9% say that half or less of their school friends plan to do so and a third declare that they do not know their friends' plans. (Table 52).

2. OCCUPATIONAL PLANS

A. Career Preferences and Expectations	35
<i>(i) Preferences: Type of Occupation</i>	
<i>(ii) Preferences: Professional and Technical Field</i>	
<i>(iii) Career Plans of Girls</i>	
<i>(iv) Career and Training Expectations</i>	
<i>(v) Comparison of Preferences and Expectations</i>	
<i>(vi) Students' Preferences, Expectations, and the Occupational Distribution of the Labour Force</i>	
<i>(vii) Time Sequence of Decision About Programme in High School and Career</i>	
 B. Preparation for a Decision	 41
<i>(i) Degree of Uncertainty</i>	
<i>(ii) Vocational Readiness</i>	
 C. Attitudes Toward Work and the Future	 44
<i>(i) Worries about Finding a Job</i>	
<i>(ii) The Importance of a Career</i>	
<i>(iii) Ambition</i>	
<i>(iv) Sense of Control Over Events</i>	
<i>(v) Handicaps Due to One's Social Origin</i>	

A. Career Preferences and Expectations

(i) Preferences: Type of Occupation

- * "Professional and technical" occupations constitute by far the most frequently preferred type of career: 38.9% of Canadian high school students express a preference for an occupation of this type. (Table 55).
- * "Service and recreation" occupations is the next most frequently preferred type of occupation: 10.1% prefer an occupation in this category.
- * "Clerical and sales" and "craft and production process" occupations are about equally likely to be preferred: 7.2% and 5.4% respectively.
- * Few high school students show a preference for the following types of occupations: managerial (0.3%), transport and communication (1.9%), farming (1.2%), logging, fishing, mining, and manual labour (less than 1% combined).
- * More than one quarter of the students (28.8%) were unable to indicate a preference for their future career.
- * Girls are more likely than boys to show a preference for professional and technical occupations, and for clerical and sales occupations. The reverse is true for craft and production process occupations. (Tables 57 to 60).
- * Among boys, fourth year students are more likely than first year students to mention a preference for a professional or technical occupation, but the reverse is observed in the case of craft and production process occupations.
- * Similarly, among girls, fourth year students are more likely than first year students to prefer a professional or technical occupation, but less likely to prefer an occupation in service and recreation.
- * There is a certain amount of inter-provincial variation in the patterns of occupational preference. The percentage who prefer a professional or technical occupation varies between 33.5% and 44.1%. The preferences for other types of work vary within smaller ranges. (Table 55).

Occupation	Inter-provincial Range %
Clerical and Sales	3.5
Service and recreation	4.3
Craft and production process	3.2
Farming	4.3

(ii) Preferences: Professional and Technical Field

- * Among the "professional and technical" occupations, health, teaching and science and engineering constitute the most frequently chosen fields: 28.5%, 23.2% and 10.5% respectively. (Table 61).

¹ The distribution of preferences, excluding the students who expressed no preference, can be seen in Table 56.

- * The next most frequently mentioned professional fields are arts, writing, music (6.6%), and architecture (4.4%).
- * The least frequently mentioned fields of professional activity are law (3.6%), computer programming, accounting and auditing (3.6%), statistics and economics (1.1%), and religion (1.0%).
- * Health and teaching professions are more frequently mentioned by girls than by boys. On the other hand, science and engineering, architecture, law, and computer programming, accounting and auditing are more frequently mentioned by boys than by girls. (Tables 62 to 65).
- * Among boys, the distribution of preferences for the various types of professional and technical occupations is about the same in the fourth year as it is in the first year of high school. Among girls, health professions are less frequently chosen in the fourth year than in the first year of high school: an 8.3% decrease.
- * There is considerable inter-provincial variation in the professional and technical preferences of students. The ranges of variation for various types of professional and technical occupations are large for some fields and small for others. (Table 61).

Professional and Technical Fields.	Inter-provincial Range %
Health	24.5
Teaching	18.0
Science and engineering	9.2
Art, writing, music	4.3
Architecture	3.6
Law	3.1
Programming, accounting, auditing	4.6
Actuarial, statistics, economics	1.9
Religion	4.1
Other	17.2

(iii) Career Plans of Girls

- * Almost a third of high school girls (29.7%) plan to work full-time after they finish their schooling both before and after they are married, while another third (34.4%) plan to work full-time only before they are married. (Table 66).
- * Almost none of the high school girls (1.8%) do not plan to work at all on a full-time basis after their schooling. However, about a third (32.8%) have not thought about this question yet.
- * The proportion who plan to work both before and after marriage varies inter-provincially from 19.7% to 38%.
- * The proportion of girls who plan to work both before and after they are married increases by 17.1% from the first to the fourth year of high school. (Table 67).
- * The proportion of girls who have not thought about this question decreases from grade 9 to grade 12: a 20% decrease.

(iv) Career and Training Expectations

- * When asked what work or occupation they *expect* to have as a career, considering the opportunities for jobs today, students show the same pattern of response as they did when they expressed their occupational preferences: "professional and technical" occupations are those which students most frequently expect to have as a career (32.1%); the next most frequently expected are "clerical and sales" (10.4%), "service and recreation" (6.9%), and "craft and production process" (5.7%) occupations.
- * More than a third of the students (36.3%) do not mention any occupational expectation for their future career.
- * Of the students who expect to be professional or technical workers, more than a quarter expect to make a career in each of the fields of health and education: 28.6% and 29.0% respectively.
- * A little less than one tenth (8.6%) expect to be in science or engineering. The proportion of those who expect to be in other fields varies between 1% and less than 5%. (Table 74)¹.
- * Students were also asked *what type* of work or occupation they will be *most qualified* to go into when they complete their education. The overall pattern of response is similar to the one observed in the case of their preferences and expectations. This is the case both for types of occupation in general (Table 79) and for the more detailed breakdown of the fields of professional and technical activity. (Table 85)².

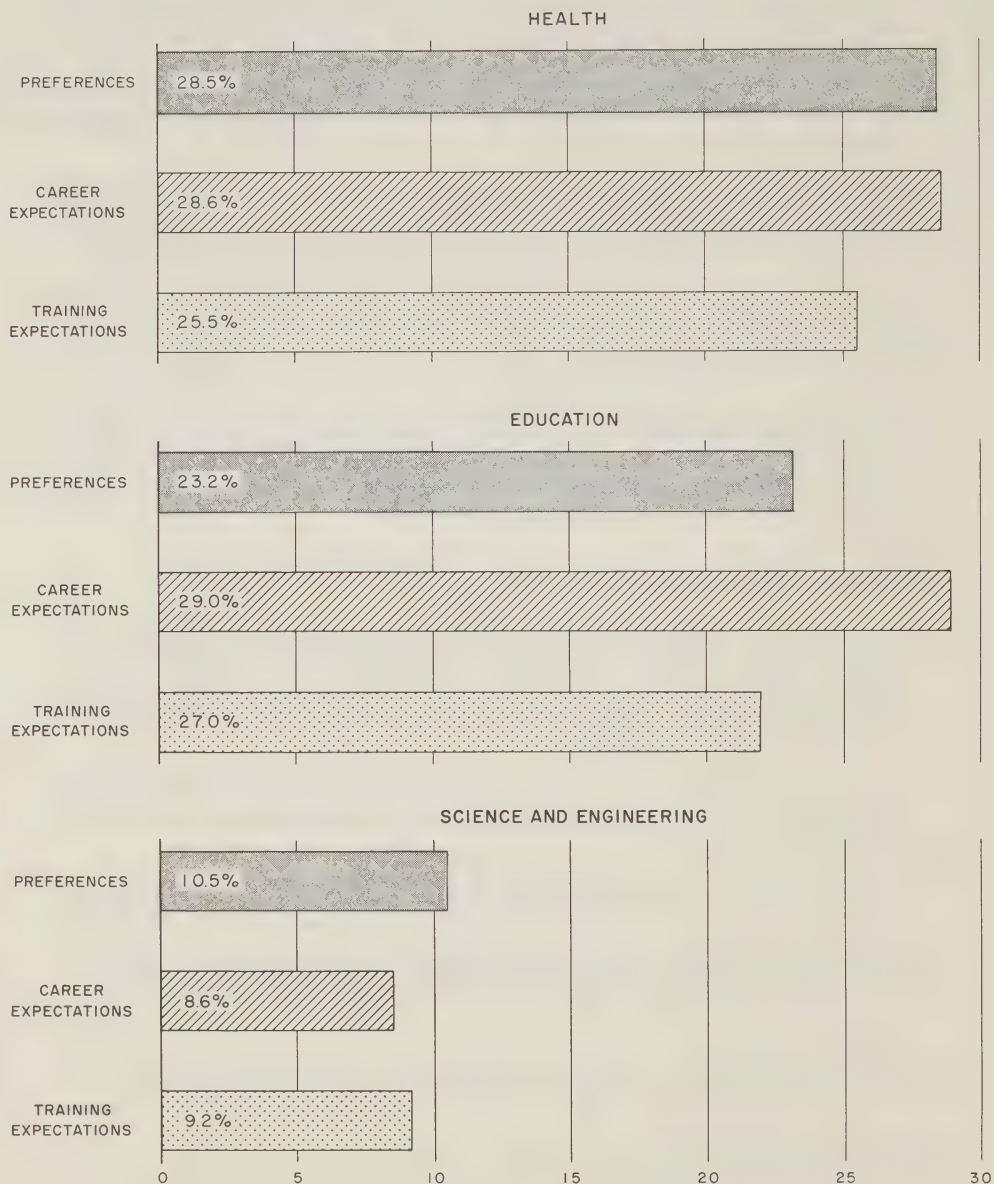
(v) Comparison of Preferences and Expectations³

- * The proportion of high school students who expect to be professional and technical workers is a little lower than the proportion who would prefer this type of occupation as a career: a 4.4% difference. On the other hand, the proportion who expect to be trained as professional or technical workers is about the same as the proportion who expect to have this type of occupation. (Table 90).
- * The difference between the preference for and the career expectation of a professional occupation is almost nil in some provinces and around the national average in others: the largest difference is 5.6%.
- * Preferences and expectations show similar percentages for health and for science and engineering as fields of professional activity, but preferences and expectations differ somewhat in the field of education: fewer students express a preference for teaching than those who expect to make their career in education. There is a 5.8% difference nationally which varies between 3.8% and 8.5% across the provinces. (Table 95 and Graph 6).
- * There are more students who expect to have a clerical or sales job as a career than there are who prefer this type of occupation: a 6.1% difference. The magnitude of the discrepancy also varies from one province to another: between 2.5% and 8.2%. (Table 90 and Graph 7).

¹ Variation in career expectations by sex and grade are presented in Tables 70 to 73 and Tables 75 to 78.

² Variations in training expectations by sex and grade are presented in Tables 81 to 84 and Tables 86 to 89.

³ These comparisons are made with the percentages computed by leaving out the students who did not mention an occupational preference or expectation. For this reason, the percentages in this section will be slightly different from those presented in the preceding sections.

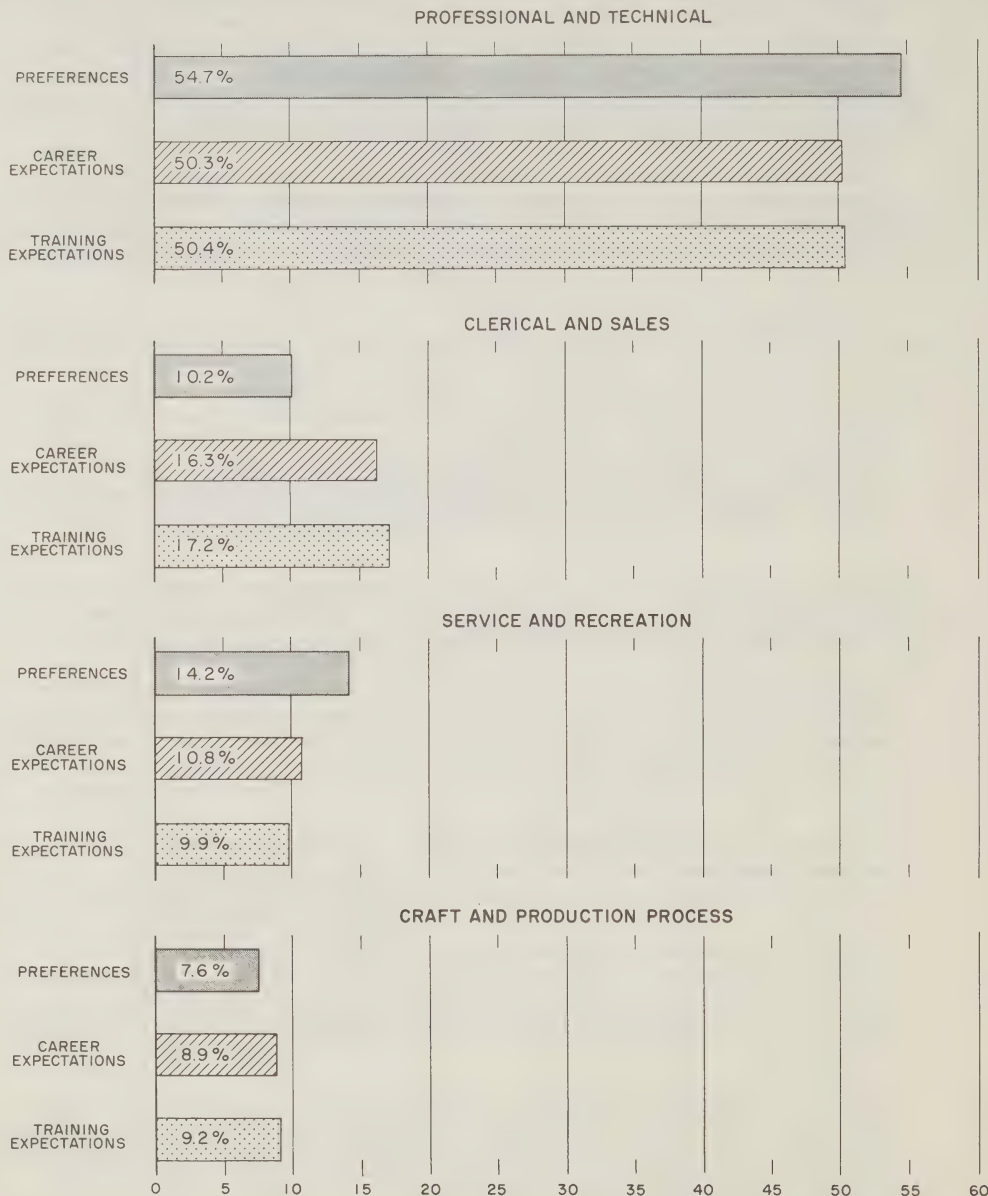
COMPARISON OF PREFERENCES, CAREER AND TRAINING EXPECTATIONS
FOR SELECTED PROFESSIONAL AND TECHNICAL OCCUPATIONS

- * There is almost no difference between the proportion who prefer either a craft or service occupation and the proportion who expect to have these types of occupations as a career.
- * The percentages for the type of occupation for which students expect to be trained and for the type of occupation they expect to have as a career are very similar. It is between preferences and expectations that differences in percentages are sometimes observed and not between career and training expectations. In other words, training and career expectations tend to be in line with one another, but sometimes tend to be out of line with preferences.
- * Among boys, the differences between the percentages for preferences and for expectations tend to be the same in the fourth as in the first year of high school. Among girls, however, these differences are larger in fourth year than they are in first year: the difference between preferences and expectations is almost twice as large in the case of professional and technical occupations; and it is more than twice as large in the case of clerical and sales, and service and recreation occupations. (Tables 93 and 94).

(vi) Students' Preferences, Expectations, and the Occupational Distribution of the Labour Force

- * The proportion of students who express a preference for a professional or technical occupation as a career is considerably larger than the proportion of such occupations in the Canadian labour force (1961 Census): in the case of boys in their first year of high school, the difference exceeds 30%; it exceeds 40% among those in their fourth year. In the case of girls, the difference exceeds 40% in the first year and 50% in the fourth year. (Tables 91 to 94).
- * There is a larger proportion of women in the labour force who occupy a clerical or sales position than the proportion of high school girls who prefer this type of occupation: a difference of almost 20% in both the first and the fourth year of high school.
- * Among boys, it is farming and craft and production process occupations which are more frequently found in the labour force than they are preferred by students. In the case of farming, the difference is almost 10% in both the first and the fourth year of high school. In the case of craft and production process occupations, the discrepancy is wider in the more advanced year: 10% in the first year and almost 20% in the fourth year of high school.
- * The proportion of boys who would prefer a service or recreation occupation is almost the same as the proportion of such jobs in the male labour force. Among girls, the percentages are similar in first year, but different (about 10% under-representation) in fourth year.
- * The career and training expectations of students, like their preferences, are generally either higher or lower than the distribution observed in the labour force. The expectations are higher in the case of professional and technical occupations and lower in the case of farming, craft and production process occupations (among boys), and service occupations (among girls).
- * Girls are less likely to prefer a clerical or sales occupation than the proportion of such opportunities in the labour force would seem to warrant. However, the proportion who expect to be trained for such jobs and who expect to make their career in them are much closer to the actual labour force distribution. This is especially the case in the more advanced years of high school.
- * Among the boys who have a preference for a professional or technical occupation as a career, the distribution of their preferences and expectations among various fields of

COMPARISON OF PREFERENCES, CAREER EXPECTATIONS, AND TRAINING EXPECTATIONS, FOR SELECTED OCCUPATIONS



professional activity (health, education, science and engineering) is very similar to the distribution of the male labour force among those fields (Tables 96 and 97). Among girls, there is a discrepancy in the cases of health and science and engineering, but the discrepancy is particularly noticeable in the case of education. Of the girls who want to be professionals, a smaller proportion prefer teaching than the proportion of professional women employed in education: a difference in excess of 15%. While almost none of the professional women in the female labour force are in science and engineering, a little over 5% of the female high school students would like to be in that field. In the case of health professions, the situation for first year high school girls is reversed: more would like to be in that field than the proportion of female health professionals in the labour force would appear to warrant. (Tables 98 and 99).

(vii) Time Sequence of Decision about Programme in High School and Career

- * About two thirds of high school students say they had an occupation in mind for their career before entering their programme of study in high school. When asked about this in connection with the choice of their programme of study, 29.3% say they were fairly well decided about their occupation before entering the programme and 39.9% say they had some idea but were not definitely decided: a total of 69.2%. When asked about this in connection with their choice of a career, 65.7% say that their career intentions were established before entering their programme of study in high school. (Tables 106 and 109).
- * Girls are more likely than boys to have formed career intentions before entering a programme of study in high school. (Tables 107 and 110).
- * The proportion of students who say they had a career in mind before entering their present programme of study decreases from the first to the fourth year of high school.
- * Whether career intention precedes or follows choice of programme of study in high school varies from province to province: there is a 10.4% range across provinces in response to question – “Before you entered this programme or course of study had you decided what kind of occupation you would like to have when you finished your schooling?”; and a 14.7% range in response to – “Did you have this career in mind before or after you got into the present programme or course of study?”. (Tables 106 and 109).

B. Preparation for a Decision

(i) Degree of Uncertainty

Canada

- * More than a quarter of high school students (28.8%) do not express a preference for any type of work or occupation. (Table 111).
- * Over a third (36.3%) do not know what type of work they expect to have as a career. In other words, more students seem to be perplexed about labour market opportunities than about their own preferences: a 7.5% difference.
- * The proportion of students who are unable to state the type of occupation they think they will be most qualified to go into when they finish their education (32.2%) falls in between the proportion who do not express an occupational preference and the proportion who do not know what occupation they expect to enter.

- * Boys are more likely than girls to be unable to express preference for a particular type of work; to be undecided about their career expectations; and to be unclear about what occupation they will be trained to enter: about a 10% difference. (Tables 112, 113, and 114).
- * The differences between the percentages for boys and girls do not exhibit the same pattern for preferences as for career and training expectations.

**Percentage of Boys Minus Percentage of Girls Who Do Not
Express Career Preferences or Expectations**

Grade	No Preference Given %	No Career Expectation Given %	No Training Expectation Given %
9	10.9	11.3	8.9
10	10.3	11.1	6.7
11	11.0	13.3	8.1
12	8.9	16.2	7.6

- * Students in their first year of high school are more likely not to respond to questions relating to their occupational plans than those in their fourth year.

Provinces

- * The variations among provinces in the proportion who do not express an occupational preference, a career expectation, or a training expectation occur within a range of 10.5%, 12.8%, and 12.7% for the three questions respectively. (Table 111).
- * In the case of both occupational preferences, and career and training expectations, the differences in the proportion of boys and girls who do not mention a specific type of work are always in the same direction: in all grades in all provinces, the proportion is larger for boys than for girls. The difference between the percentages for boys and girls ranges from over 20% to under 6%, depending on grade and province. (Tables 112 , 113 , and 114).
- * Students in the first year of high school are more likely not to mention an occupational choice than fourth year students. This is the case for boys and girls in all provinces. However, the magnitude of the difference between the first and fourth year is not the same in all provinces. These differences can exceed 20% in some provinces and be lower than 10% in others.

Vocational Readiness

Canada

- * Only half of the secondary school students feel well enough informed about the different kinds of jobs available to make a wise choice about their future career. (Table 115).
- * However, almost three quarters of the students (71.8%) feel they know their own interests and abilities well enough to decide about their future career. (Table 117).
- * Almost one fifth of the students (19.1%) are very sure about their choice of a career and another 44.5% are fairly sure about it. (Table 119).
- * Boys and girls are about equally likely not to feel well enough informed about the different kinds of jobs they might obtain and about equally likely to feel that they know their own interests and abilities well enough to decide on their future careers. (Tables 116 and 118).

- * In the first years of high school, boys and girls are about equally likely to be very sure about their future careers. In the later years, girls become more likely to be very sure than boys. (Table 120).

**Percentage of Girls Minus Percentage of Boys Expressing Certainty
About Their Future Careers**

Grade	%
9	3.0
10	3.5
11	8.1
12	11.4

- * Among boys, the proportion of those who feel they know enough about the different kinds of jobs they could get stays almost the same from the first to the fourth year of high school (a 4.4% increase), while it increases by 12.9% among girls. (Table 116).
- * The proportion of students who feel they know their interests and abilities well enough to decide about their future career increases by 7.9% among boys and by 11.1% among girls from the first to the fourth year of high school. (Table 118).
- * The proportion of boys who are very sure about their future career is about the same in all four years of high school, however, this proportion increases by 8.9% among girls. (Table 120).

Provinces

- * There are inter-provincial variations both in how well prepared students feel they are to make an occupational decision and in how sure they feel about their future career. The highest and lowest percentages among the provinces are the following:

	Highest %	Lowest %	Inter-provincial Range %
Know enough about different kinds of jobs	55.4	41.3	14.1
Know enough about own interests and abilities	75.2	61.4	13.8
Are very sure about future career	24.3	13.1	11.2

- * Differences in the percentages for the various grades and for boys and girls on the items related to the student's self-evaluated readiness and sureness about his future career vary considerably from one province to another. In some provinces the differences are negligible, while in other provinces they are quite large: (i.e. in excess of 20%). Perhaps the most relevant are the inter-provincial variations in the grade differences among the proportion who feel they know enough about the different kinds of jobs they might obtain (Table 116). The differences in each province between the fourth and the first year of high school are the following for boys and girls separately:

**Percentage of Fourth Year Minus Percentage of First Year Students Who Feel Sufficiently
Informed About Occupational Opportunities**

Province	Among Boys %	Among Girls %
Nfld.	3.7	9.2
P.E.I.	3.5	6.4
N.S.	17.4	24.4
N.B.	7.2	12.8
Que.	1.3	5.1
Ont.	-1.8	5.7
Man.	7.3	16.9
Sask.	3.6	14.5
Alta.	16.7	22.4
B.C.	3.4	9.3

C. Attitudes Toward Work and the Future

(i) Worries About Finding a Job

- * More than one quarter of high school students (28.2%) are quite worried about obtaining a job they like when they are ready to look for employment, while 29.9% are not worried about this at all. (Table 131).
- * About a quarter of the students (24.0%) are quite worried about having to speak both English and French, while 42.5% are not worried about it at all. (Table 124).
- * About a fifth are quite worried about knowing where to look and what to do to find a job (20.7%), and about their lack of experience (19.8%). 31.3% and 28.4% of the students are not at all worried about these respective problems. (Tables 133 and 129).
- * Other student employment worries in descending order of importance include:

Students' Worries About Finding A Job

	Quite Worried %	Not At All Worried %
The number of other people trying for the job	17.2	30.3
Getting a job for which they have been trained	17.2	43.7
The possibility of being turned down	16.4	26.4
Not having enough education	13.2	51.3
Having the right connections	12.4	39.7
Personality or appearance	9.7	50.0
Getting good references	9.7	52.4
Being alone without my parents	5.2	73.1

- * Girls are a little more likely than boys (about 5%) to be quite worried about:
 - the possibility of being turned down;
 - the number of other people trying for the job;
 - my lack of experience;
 - knowing where to look and what to do to find a job.

- * Boys and girls are slightly less likely to be quite worried in the fourth year than in the first year of high school about the following problems (differences vary between 4.4% and 9.2%):
 - having to speak both English and French;
 - getting good references;
 - being alone without my parents;
 - having the right connections;
 - getting a job for which I have been trained.
- * Fourth year girls are less likely to be quite worried about not having enough education than first year girls (a 6.6% difference) but are more likely to be worried about their lack of experience (a 9.2% difference). Boys in the first and the fourth year of high school do not differ in these respects.

Provinces

- * There is considerable variation among provinces in the proportion of students who have different kinds of worries about their job futures. The inter-provincial ranges for the proportion of those who are quite worried vary between 4.1% and 24.0%, depending on the particular item of concern. (Table 147).

(ii) *The Importance of a Career*

a) In judging a man:

- * Almost a third of high school students (31.2%) agree that the best way to judge a man is by his success in his occupation. (Table 149).
- * The proportion of boys who think that occupational success is the best criterion by which to judge a man is about 10% larger than the proportion of girls who think so. (Table 150).
- * The proportion of students who think that the best way to judge a man is by his occupational success decreases between the first and the fourth year of high school by 18.7% among boys and by 14.1% among girls.
- * The proportion of students who accord primary importance to occupational success can be as low as 18.7% in one province and as high as 48.1% in another. (Table 149).
- * Teachers are a little less likely than students to agree that the best way to judge a man is by his success in his occupation. Only 25.3% of teachers give this criterion primary importance. (Table 151).

b) In relation to the purpose of secondary education:

- * Almost 9 out of every 10 high school students (86.9%) agree that the most important purpose of high schools is to prepare people for their occupational career. (Table 152).
- * Boys and girls are about equally likely to think that occupational preparation is the most important purpose of high schools. (Table 153).
- * The proportion of students who agree about occupational preparation as the most important purpose of high schools is lower by about 10% in the fourth year than in the first year of high school.

- * Inter-provincial differences in the proportion who think that the most important purpose of high schools is to prepare people for their occupational career falls within a range of 10%. (Table 152).
- * Teachers are less likely than students to think of occupational preparation as the most important purpose of high schools. However, 57.0% of teachers agree that occupational preparation is the primary purpose of secondary schooling. (Table 154).

c) In relation to recreation:

- * About three quarters (72.9%) of high school students think that the job should come first, even if it means sacrificing time from recreation. However, only 25.8% agree strongly with this idea. (Table 155).
- * There is a slight decrease in the proportion who give priority to the job over recreation between the first and the fourth year of high school: a decrease of about 5%. There is almost no difference between boys and girls in this respect and a relatively small inter-provincial range (9.3%). (Table 156).
- * About the same percentage of teachers (71.5%) as of students (72.9%) agree that the job should come first, even if it means sacrificing time from recreation. (Table 157).

(iii) Ambition

- * About a third (32.6%) of high school students strongly agree that a person should try to do what he does better than anyone else. The percentage of students who strongly agree with this idea varies between 18.7% and 52.1%, depending on the province. (Table 158).
- * A third (33.9%) of the students also strongly agree with the idea that the most important thing for a parent to do is to help his children get further ahead in the world than the parent did. The proportion who strongly agree with this idea varies inter-provincially between 15.3% and 61.2%. (Table 160).
- * A little over a third (36.2%) of high school students also strongly agree with the statement: "The tougher the job, the harder I work." The corresponding percentage for each province ranges between 23.7% and 56.6% (Table 162).
- * Less than a fifth of the students (16.7%) strongly agree with the statement: "I would make any sacrifice to get ahead in the world." A similar percentage (17.9%) say that the grade or mark they consider to be satisfactory for themselves must be one of the highest in the class. The percentages for the provinces vary between 3.6% and 38.8% for the first statement and between 13.1% and 26.5% for the second. (Tables 164 and 166).
- * A higher percentage of boys than of girls agree (strongly or moderately) with the following statements:
 - A person should try to do what he does better than anyone else.
 - The most important thing for a parent to do is to help his children get further ahead in the world than he did.
 - I would make any sacrifice to get ahead in the world.
- * Boys and girls are about equally likely to agree with the statement: "The tougher the job, the harder I work" and to consider only an above-average grade or one of the highest grades in the class to be satisfactory for themselves.

* Differences between grade levels in the percentage who agree are high for some of the items referred to above and negligible for others. The differences between the first and the fourth year of high school for each of the items are:

Percentage of First Year Minus Percentage of Fourth Year Students Who Respond Positively to Indicators of Ambition		
	Among Boys %	Among Girls %
A person should try to do what he does better than anyone else.	- 0.1	5.1
The most important thing for a parent to do is to help his children get further ahead in the world than he did.	23.3	30.2
The tougher the job, the harder I work.	2.5	3.3
I would make any sacrifice to get ahead in the world.	26.9	30.6
An above average grade or one of the highest grades in the class is satisfactory for me.	- 5.2	- 5.3

(iv) Sense of Control Over Events

* Depending on which aspect of the question is presented to them, between 10% and a little over 50% of high school students feel that what happens to a person's career is beyond his control.

- Good luck is more important than hard work for success. (Table 168). 10.7% agree
- When a man is born, the success he's going to have is already in the cards, so he might as well accept it and not fight against it. (Table 170). 20.0% agree
- Making plans only makes a person unhappy because plans hardly ever work out anyway. (Table 172). 21.8% agree
- If a person is not successful in life it's his own fault. (Table 174). 56.7% disagree

* Although a comparison between the answers of boys and girls on all four of these items reveals a higher proportion of boys who seem to feel that their future is beyond their control, the differences are slight.

* The feeling that one's career is beyond one's control is less frequently found in the more advanced grades than in the earlier ones. The differences between the first and fourth year are the following for each item and for boys and girls separately:

*Percentage of Fourth Year Minus Percentage of First Year Students
Who Indicate a Feeling of Control Over Their Future*

	Among Boys %	Among Girls %
Good luck is more important than hard work for success.	7.7	6.9
When a man is born, the success he's going to have is already in the cards, so he might as well accept it and not fight against it.	22.7	19.4
Making plans only makes a person unhappy because plans hardly ever work out anyway.	10.7	7.9
If a person is not successful in life it's his own fault.	1.8	- 1.6

* The proportion of students who feel that a person lacks control over future events varies considerably from one province to another. Moreover, for some items, the range of variation is larger for first year than it is for fourth year students. The inter-provincial ranges are the following for all students and for first and fourth year students:

**Proportion of Students Who Feel a Sense of Control Over Their Future:
Inter-Provincial Range**

	All Students %	Boys		Girls	
		First %	Fourth %	First %	Fourth %
Good Luck is more important than hard work for success	15.6	27.7	4.9	18.4	4.9
When a man is born, the success he's going to have is already in the cards, so	27.2	35.9	10.2	37.5	12.0
Making plans only makes a person unhappy	13.1	17.8	12.2	22.4	18.5
If a person is not successful in life it's his own fault	7.0	9.8	16.1	16.9	14.0

(v) Handicap Due to One's Social Origin

- * A little over one quarter (26.6%) of high school students say that if their family were of a different social class they would have a better chance of getting ahead in life. (Table 176).
- * Boys are more likely than girls to feel that the social class of their family adversely affects their chance of getting ahead in life: by a little over 10%. (Table 177).
- * The proportion of students who feel that their class origin decreases their chances of success remains about the same in the fourth as in the first year of high school.
- * The perceived negative effect of the social class of one's family varies between 16.4% and 39.0%, according to province. (Table 176).
- * Less than a fifth of French-speaking high school students in Quebec and New Brunswick French-speaking schools (17.1% and 18.8% respectively) say that their chances of success in life would be better if they belonged to a different ethnic or linguistic group.¹ (Table 178).
- * Less than one in twenty French-speaking students in Quebec and New Brunswick French-speaking schools (3.5% and 1.4% respectively) say that their chances of success in life would be better if they belonged to another religion.¹
- * Boys are a little more likely than girls—among French-speaking students—to feel a handicap because of their ethnic origin, but about equally likely to feel a handicap because of their religious affiliation. (Table 179).
- * An ethnic or religious handicap is felt about equally frequently among the French-speaking students of New Brunswick as among those of Quebec.

¹ This question was included only in the French version of the questionnaire.

3. GUIDANCE

A. Guidance Personnel	53
<i>(i) Time Devoted to Guidance Work</i>	
<i>(ii) Training and Experience of Guidance Personnel</i>	
<i>(iii) Adequacy of Guidance Personnel</i>	
 B. Guidance Facilities	 56
<i>(i) The Facilities</i>	
<i>(ii) Adequacy of Facilities</i>	
 C. Student Awareness of Guidance Services	 56
<i>(i) Awareness of the Accessibility of a Counsellor</i>	
<i>(ii) Knowledge About Occupational Literature and Tests</i>	
 D. Student Use of Guidance Services	 57
<i>(i) Visits to the Guidance Counsellor</i>	
<i>(ii) Use of the Guidance Facilities</i>	

A. Guidance Personnel

(i) Time Devoted to Guidance Work

- * About a fifth of the teaching staff (19.4%) of secondary schools are involved in guidance. The proportions across the provinces range from 12.9% to 27.0%. (Table 180 and Graph 8).
- * A little over half (52.8%) of the teaching staff involved in guidance devote at least an hour a week to guidance. In all the provinces except one, the large majority (over 75%) devote 5 hours or less per week to guidance. (Table 181 and Graph 9).
- * Three fourths of secondary school principals (75.0%) are involved in some kind of guidance work. The variation across provinces ranges from 47.7% to 99.3%. (Table 184).
- * Three fourths of the principals involved in guidance (75.0%) devote at least an hour a week to guidance. (Table 185).

(ii) Training and Experience of Guidance Personnel

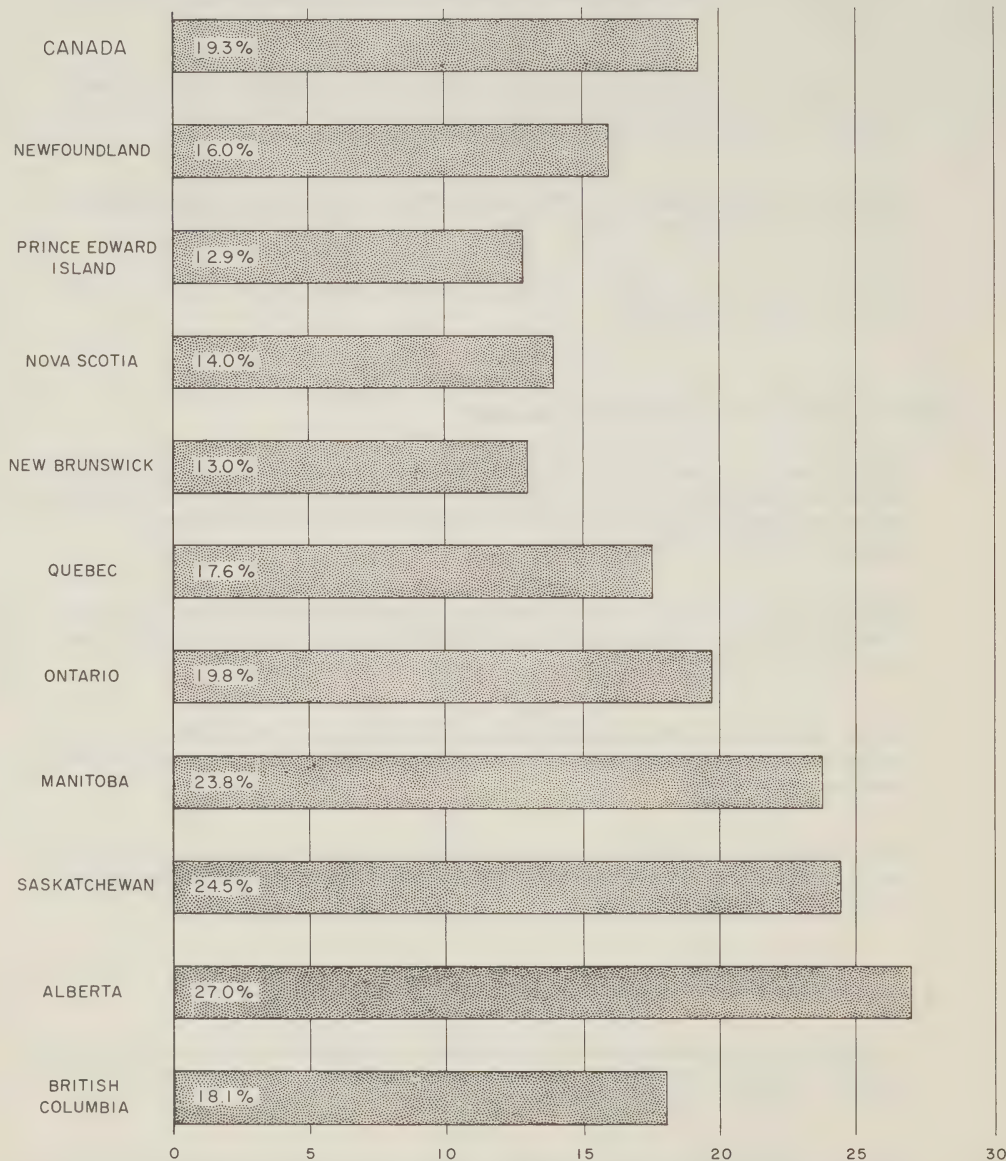
- * Slightly less than three quarters (72.0%) of the teaching staff involved in guidance have had at least two years experience in guidance activities. There is a great deal of variation on this dimension of length of experience in guidance work between the provinces: from 59.1% to 96.7% (Table 182).
- * About two thirds (67.2%) of the counsellors and teachers involved in guidance have no formal certification resulting from specialized training in guidance. Again, there is a great deal of variation between the provinces: from 52.4% to 88.3%. (Table 183).
- * Almost all (95.1%) of the principals involved in guidance have had at least 2 years of guidance experience. A large majority of the principals (69.8%) have had at least 6 years experience. (Table 186).
- * More than four fifths (86.0%) of the principals involved in guidance have no formal certification resulting from specialized training in guidance. This varies across the provinces from 51.7% to 100.0%. (Table 187).

(iii) Adequacy of Guidance Personnel

- * A little over three fifths (62.6%) of the teaching staff involved in guidance think that the number of guidance personnel in their school is insufficient. The percentage varies from 43.1% to 94.5% across the provinces.
- * About four fifths (79.5%) of the principals involved in guidance think that the personnel allocated to guidance work in their school is insufficient. For principals, as for the teaching staff, inter-provincial variations are large: from 44.1% to 100.0% of the principals think they have insufficient guidance personnel, depending on the province.

GRAPH - 8

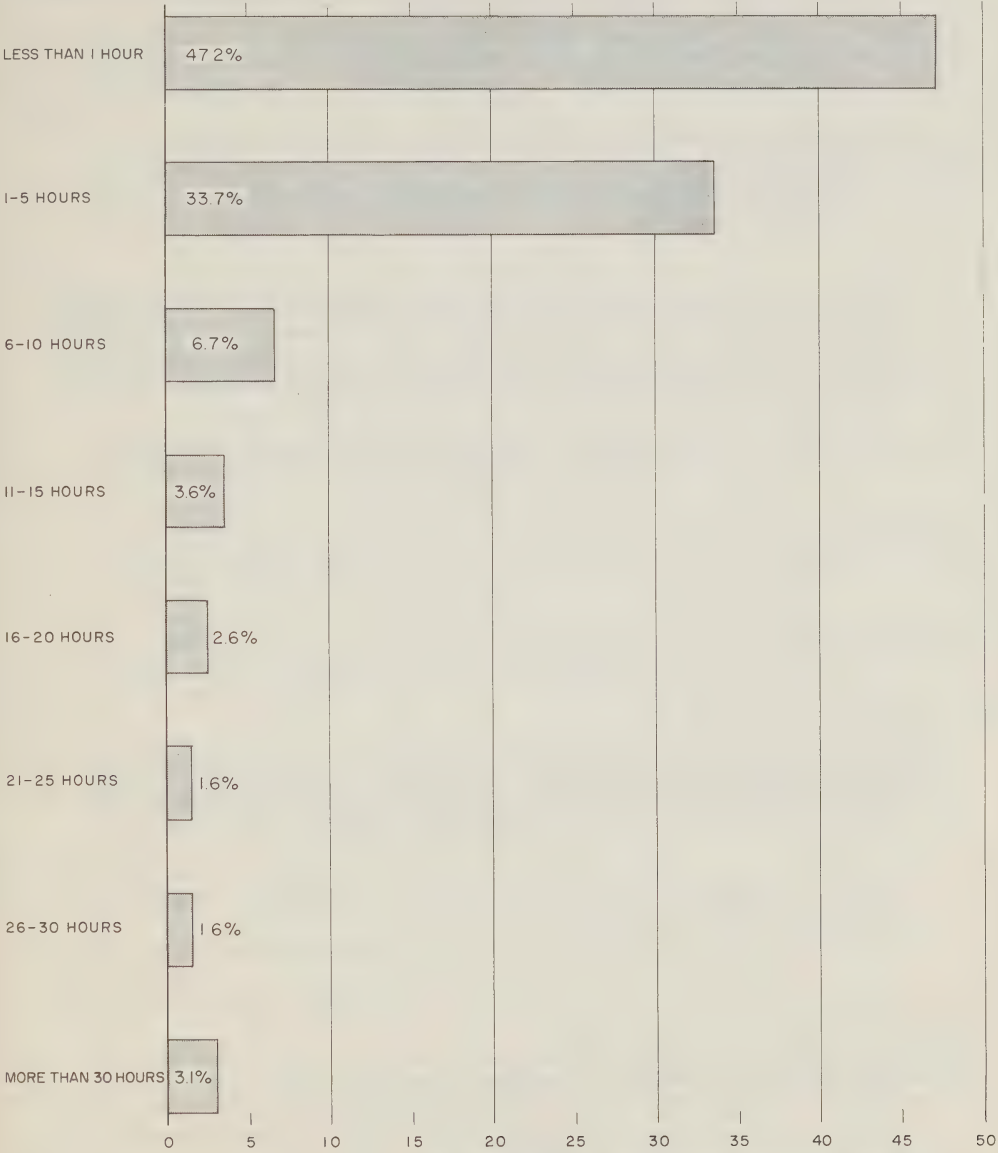
THE PROPORTION OF COUNSELLORS AND TEACHERS INVOLVED IN GUIDANCE WORK



GRAPH-9

QUESTION: HOW MANY HOURS PER WEEK DO YOU SPEND IN COUNSELLING STUDENTS OR IN OTHER GUIDANCE WORK?

ANSWERS:



B. Guidance Facilities

(i) The Facilities

* The percentages of schools having a private office or room for counselling; a place where students can find literature about various occupations; and which administer one or more types of psychometric test (See Tables 189 and 190) are:

	Percentage schools %	Inter-Provincial Range %
Private office or room for counselling	64.0	60.4
Place where students can find occupational literature	85.8	36.8
Administer some kind of test	93.3	20.6

* The general mental ability (intelligence) test is the type of test most frequently administered in secondary schools. Almost 9 out of every 10 schools administer such tests (88.2%). The three next most frequently administered are aptitude (62.1%), achievement (55.3%), and occupational interest tests (51.3%). The proportion of schools administering each type of test varies considerably among the provinces. (Table 190).

Inter-provincial Range in the Proportion of Schools Administering
Various Types of Psychometric Tests

	Lowest %	highest %
Intelligence	74.5	100.0
Personality	1.0	37.2
Occupational Interest	8.1	84.2
Aptitude	10.9	89.7
Achievement	26.3	92.8

(ii) Adequacy of Facilities

* Two fifths (40.3%) of the secondary school principals think that the space available for guidance in their school is inadequate. The percentage of the principals who think so varies from 22.3% to 74.6%, depending on the province. (Table 191).

* A little more than two fifths (44.5%) of the principals also think that the facilities and equipment for guidance in their school is inadequate. The estimate of inadequacy varies from 18.6% to 93.0% across the provinces.

C. Student Awareness of Guidance Services

(i) Awareness of the Accessibility of a Counsellor

* A small proportion of high school students (7.0%) say they do not know whether or not there is a counsellor in their school. (Table 192).

* More than two thirds (70.7%) of the students who know there is a counsellor in their school also know when they may see him. (Table 195).

- * Boys and girls are almost equally likely to say that they know about the presence of a counsellor in their school and about when they may see him. (Tables 193 and 195).
- * The proportion of students who say they do not know whether or not there is a counsellor in the school decreases from the first to the fourth year of high school: a 6.8% decrease among boys and an 8.6% decrease among girls. (Table 193).
- * The proportion who say they are aware of when they may see the counsellor increases from the first to the fourth year of high school: a 20.5% increase for boys and a 19.9% increase for girls. (Table 195).
- * The percentage who say that they do not know about the presence of a counsellor in their school varies somewhat across provinces: from 1.4% to 13.5%. The percentage of those who know when the counsellor may be seen varies within a little wider range: from 45.5% to 79.3%. (Tables 192 and 195).

(ii) Knowledge About Occupational Literature and Tests

- * Relatively few students (13.4%) say they do not know whether or not there is a place in their school where students can find information about different occupations. (Table 196).
- * A large minority of students (39.1%) say they do not know whether or not students can take tests in their school to help them find out what jobs they are suited for. (Table 198).
- * Boys and girls are about equally likely to know whether there is a place where students can find occupational literature and whether there is a possibility of taking tests designed to help them find out what jobs they are suited for. (Tables 197 and 199).
- * The percentage who do not know whether there is a place with occupational literature and whether there is a possibility of taking tests decreases by a little more than 10% from the first to the fourth year of high school. This is true for both boys and girls.
- * The percentage of students who do not know if there is a place with occupational literature in their school varies from 6.9% to 18.4% across provinces. Concerning the possibility of taking tests to help find out about jobs one is suited for, the inter-provincial variation is much larger; from 18.4% to 55.6%. (Tables 196 and 198).

D. Student Use of Guidance Services

(i) Visits to the Guidance Counsellor

- * When students voluntarily visit the guidance counsellor in their school, the students' high school program, their job plans after their education, and their school marks or grades are the most frequently discussed topics: 19.2%, 16.6%, and 16.0% respectively. (Table 200).
- * The same three topics are the ones most frequently discussed when students are called in by the counsellor. (Table 205). However, school marks or grades are more frequently discussed when students are called in than when students visit the counsellor on their own initiative: an 8% difference. Comparisons are made in the following table:

Topics Discussed With Counsellor When:

	Student takes the initiative %	Student is called in %
School marks or grades	16.0	24.0
Job plans after education	16.6	20.3
Attending university	10.7	10.6
Attending post-secondary technical institute	5.0	4.1
Attending business college	3.6	3.5
Planning high school programme	19.2	19.7
Leaving high school before finishing	3.4	3.6
Discipline	— *	4.9

* Item not included with this question.

* Students are a little more likely to discuss the question of attending university with the counsellor than they are to discuss the possibility of attending a post-secondary technical institute or business college. This is true whether they visit the counsellor on their own initiative or as a result of being called in: (See table above.).

* In the first year of high school, students are about equally likely to talk with the counsellor about attending different types of post-secondary institutions. The difference in this respect takes place in the more advanced years. The proportion of fourth year students who talked to the counsellor about attending university is larger than the proportion who discussed other types of post-secondary institutions:

Percentage of Fourth Year Students Who Talked to Counsellor About Different Types of Post-Secondary School

	Boys		Girls	
	On own initiative %	When called in %	On own initiative %	When called in %
Attending university	21.7	20.5	20.2	17.9
Attending post- secondary tech- nical institute	11.6	9.7	6.6	5.4
Attending business college	4.7	5.0	7.9	5.7

* For both boys and girls there is an increase from the first to the fourth year of high school in visits to the counsellor regarding the four most frequently discussed topics: school marks, job plans, high school programme, and attending university. This is the case for visits on the students' initiative or as a result of being called in by the counsellor.

* The one topic that students are more likely to discuss on their own initiative with a teacher or the principal than with the counsellor is school marks or grades. 16.0% go to see the counsellor to discuss this topic, while 30.4% see a teacher or the principal to talk about it. Other topics are discussed about equally frequently with the counsellor, on the one hand, or with a teacher or the principal on the other: (See summary table below.).

* The reasons for which the counsellor calls students in are partly different and partly similar to those for which teachers and principals do so. Counsellors are more likely

than teachers and principals to call in students in order to discuss: job plans after their education, attending university, and planning the students' high school programme. On the other hand, teachers and principals are more likely than counsellors to call in students to discuss problems of discipline: (See following summary table based on Tables 200 , 205 , 210 , and 215).

Percentage of Students Who Discuss Various Topics with the Counsellor and with a Teacher or the Principal.

	On own initiative		When called in	
	with counsellor	with a teacher or principal	by counsellor	by a teacher or principal
	%	%	%	%
School marks	16.0	30.4	24.0	23.4
Job plans after education	16.6	13.0	20.3	8.3
Attending university	10.7	8.4	10.6	4.2
Attending post-sec- ondary technical institute	5.0	3.6	4.1	2.2
Attending business college	3.6	3.5	3.5	2.2
Planning high school programme	19.2	15.1	19.7	10.3
Leaving high school before finishing	3.4	3.5	3.6	3.1
Discipline	—	—	4.9	19.9

(ii) Use of the Guidance Facilities

- * Almost four out of every ten high school students (39.3%) who say there is a place where students can find occupational literature in their school have gone there to get some material to read at least once since the beginning of the year. (Table 221).
- * Four tenths of the students (40.4%) who say that tests to help students find out what jobs they are suited for are offered in their school have taken such tests. (Table 222).
- * At all grade levels, boys and girls are about equally likely to have used some of the materials on occupations since the beginning of the year. However, boys are slightly more likely to have taken tests to help find out what jobs they are suited for.
- * Student use of the occupational literature in the school varies considerably from one province to another: between 33.9% and 59.4%. Inter-provincial variations in the percentage who have taken tests are still larger: from 18.6% to 60.1%.

PART III

TABLES

Notes on Statistical Tables

Note 1 Unless otherwise indicated, the percentages appearing in the tables included in Part III are based on the following sets of weighted totals. These weighted totals represent an estimate, within a margin of error, of the number of students, principals, teachers and counsellors in secondary schools during the fall of 1966 in each province and in Canada as a whole (See part I of the report for the definition of secondary school used in this study).

Note 2 In the tables, as in the text, the expression "first year students" and "fourth year students" are used. It is important to keep in mind that in most provinces grade 9 and grade 12 are respectively the first and fourth secondary grades. But there are two exceptions. In Quebec, grade 8 and grade 11 constitute the first and fourth high school grades. For Newfoundland where there are only three secondary grades, the data for grade 11 appear under the heading "fourth year students". The expression "last year students" was not used because it also has a variety of meanings: grade 11 in Newfoundland, grade 13 in Ontario and in British Columbia, and grade 12 in the other provinces.

PRINCIPALS AND TEACHERS

	<u>Principals</u>	<u>Teachers</u>
CAN	4,132	65,673
NFLD.	388	1,534
P.E.I.	39	265
N.S.	144	2,378
N.B.	175	1,788
QUE.	1,642	23,427
ONT.	473	19,190
MAN.	217	2,740
SASK	434	3,257
ALTA	397	4,955
B.C.	223	6,139

STUDENTS – BOYS

	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>TOTAL</u>	
CAN.	64,033	169,648	168,327	138,065	91,021	22,997	654,091	
NFLD.	—	5,510	4,916	3,765	—	—	14,191	
P.E.I.	—	956	741	425	323	—	2,445	
N.S.	—	5,851	5,111	4,640	2,329	—	17,931	
N.B.	—	4,472	4,805	4,316	2,597	—	16,190	
QUE.	64,033	64,817	57,394	41,760	5,878	—	233,882	
ONT.	—	51,014	48,533	38,921	35,293	19,759	193,520	TOTAL BOYS
MAN.	—	6,317	8,280	8,027	6,313	—	28,937	<u>& GIRLS</u>
SASK.	—	8,272	7,525	5,845	5,774	—	27,416	1,230,651
ALTA.	—	9,505	12,468	10,172	10,846	—	42,991	25,911
B.C.	—	12,934	18,554	20,194	21,638	3,238	76,558	5,699

STUDENTS – GIRLS

								36,945
								33,719
CAN.	59,112	155,102	140,900	122,701	82,392	16,353	576,560	401,064
NFLD.	—	4,362	4,271	3,057	—	—	11,690	376,344
P.E.I.	—	1,179	1,121	520	434	—	3,254	57,540
N.S.	—	5,858	5,857	4,339	2,960	—	19,014	54,859
N.B.	—	4,522	5,213	4,742	3,052	—	17,529	85,641
QUE.	59,112	51,503	29,575	25,542	1,650	—	167,382	152,929
ONT.	—	50,137	46,723	38,293	33,454	14,271	182,824	
MAN.	—	7,512	8,233	7,176	5,682	—	28,603	
SASK.	—	7,390	7,779	6,454	5,820	—	27,443	
ALTA.	—	10,031	11,691	10,826	10,102	—	42,650	
B.C.	—	12,808	20,437	21,752	19,238	2,136	76,371	

TABLE 1

Do you think you will leave school soon, leave later, or stay until finishing?

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Probably leave soon	2.8	1.9	2.7	3.3	1.7	4.5	2.3	2.6	2.0	1.4	1.3	2.6	1.1	5.2	2.8
Definitely leave soon	1.2	0.5	1.1	1.0	0.8	2.0	0.9	0.7	0.5	0.5	0.7	1.3	0.4	2.3	1.4
Probably leave later but before finishing	4.0	2.7	4.2	7.1	2.9	4.9	3.8	4.1	3.8	3.0	2.3	3.2	2.7	5.5	2.8
Definitely leave later but before finishing	1.7	0.6	0.9	2.8	1.4	2.8	1.2	1.6	1.0	0.5	0.9	2.1	1.0	3.3	0.9
Probably finish high school	17.6	14.2	18.3	19.3	16.8	17.7	20.3	16.4	18.4	16.2	11.7	19.6	15.0	19.7	9.8
Definitely finish high school	67.8	75.9	66.5	62.1	70.4	60.9	67.0	70.3	70.6	75.7	80.7	61.4	76.3	55.9	77.7
Don't know and No answer	4.8	4.2	6.3	4.4	6.0	7.1	4.4	4.3	3.8	2.7	2.3	9.8	3.5	8.0	4.6
leave before finishing*	9.7	5.7	8.9	14.2	6.8	14.2	8.2	9.0	7.3	5.4	5.2	9.2	5.2	16.3	7.9

* Addition of the first four lines.
 Except for minor rounding error, each column in this table presents a 100% total.

TABLE 2

Percentage of students who will probably or definitely not finish high school, by sex and grade.

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	9.7	19.7	12.8	11.1	7.8	5.6	3.8	15.1	11.2	8.3	6.9	2.9	1.1
NFLD.	5.8	—	9.6	6.1	0.9	—	—	—	8.7	3.5	2.7	—	—
P.E.I.	8.9	—	18.5	9.5	9.2	5.0	—	—	7.9	6.0	6.8	1.7	—
N.S.	14.2	—	21.5	15.7	15.9	1.7	—	—	14.1	16.8	12.0	2.2	—
N.B.	6.8	—	15.2	7.6	4.8	1.8	—	—	10.2	6.5	3.7	0.9	—
QUE.	14.2	19.7	14.0	12.8	11.8	17.6	—	15.1	15.0	9.1	9.6	13.8	1.0
ONT.	8.2	—	12.4	11.8	5.7	6.1	3.9	—	10.9	9.6	5.8	3.7	—
MAN.	9.0	—	15.8	9.6	9.4	3.3	—	—	9.6	8.4	10.2	4.7	—
SASK.	7.3	—	9.9	11.4	7.2	4.2	—	—	6.3	6.3	3.5	2.5	—
ALTA.	5.4	—	9.0	7.2	6.0	4.3	—	—	5.2	3.8	5.9	1.6	—
B.C.	5.2	—	8.3	8.6	4.2	4.1	2.7	—	5.3	6.5	5.3	1.3	1.4
N.B.-F.	9.2	—	14.5	10.6	7.0	3.4	—	—	11.0	10.3	6.6	1.5	—
N.B.-E.	5.2	—	15.9	5.6	3.5	1.4	—	—	9.5	3.8	1.4	0.6	—
QUE.-F.	16.3	21.9	14.9	14.2	13.9	17.7	—	17.3	17.6	11.0	12.8	14.5	—
QUE.-E.	7.9	7.5	9.3	5.7	4.1	0.0	—	6.1	5.7	4.6	2.2	6.2	—

TABLE 3

Percentage of students who will probably or definitely finish high school, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	85.4	69.8	79.8	83.6	88.7	92.5	92.9	76.2	82.3	87.6	90.6	95.9	97.5
NFLD.	90.1	—	83.3	90.0	97.9	—	—	—	85.0	93.4	96.7	—	—
P.E.I.	84.8	—	68.5	86.7	84.6	94.0	—	—	80.9	91.2	91.7	96.9	—
N.S.	81.4	—	72.3	81.0	79.8	97.2	—	—	79.1	79.3	82.0	97.8	—
N.B.	87.2	—	71.2	85.6	89.4	97.3	—	—	81.5	87.6	93.7	98.1	—
QUE.	78.7	69.8	78.6	80.7	84.9	97.8	—	76.2	76.8	85.0	87.7	83.6	—
ONT.	87.4	—	79.5	82.8	89.8	91.6	93.6	—	82.2	86.5	91.4	95.0	98.5
MAN.	86.7	—	75.0	85.2	87.8	94.4	—	—	83.9	87.8	87.0	93.6	—
SASK.	88.9	—	84.2	82.7	89.6	93.9	—	—	89.8	89.2	89.2	96.5	—
ALTA.	91.9	—	84.6	90.3	90.8	94.2	—	—	92.4	93.3	92.5	97.1	—
B.C.	92.4	—	88.4	87.7	93.6	94.4	88.6	—	92.8	90.7	93.5	97.8	90.9
N.B.-F.	81.0	—	65.7	78.5	83.1	96.7	—	—	80.6	79.9	88.4	95.3	—
N.B.-E.	91.3	—	76.6	90.2	93.1	98.0	—	—	82.3	93.4	98.0	99.3	—
QUE.-F.	75.6	66.5	77.3	79.0	82.2	80.1	—	73.1	72.6	80.8	83.2	84.8	—
QUE.-E.	87.5	87.0	84.9	89.5	94.5	100.0	—	89.8	91.7	94.1	97.7	69.2	—

TABLE 4

Percentage of students who say they don't know what their high school plans are or did not answer, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	4.9	10.5	7.4	5.3	3.5	1.9	3.4	8.6	6.5	4.1	2.4	1.2	1.5
NFLD.	4.2	—	7.2	4.0	1.2	—	—	—	6.3	3.1	0.6	—	—
P.E.I.	6.3	—	13.0	3.8	6.1	1.0	—	—	11.1	2.8	1.5	1.4	—
N.S.	4.4	—	6.1	3.4	4.3	1.0	—	—	6.8	3.9	6.0	0.0	—
N.B.	6.0	—	13.6	6.7	5.8	0.4	—	—	8.4	5.8	2.6	1.1	—
QUE.	7.1	10.5	7.4	6.5	3.3	2.2	—	8.6	6.9	5.9	2.8	2.6	—
ONT.	4.4	—	8.2	5.4	4.6	2.3	2.5	—	6.9	3.9	2.8	1.3	0.6
MAN.	4.3	—	9.2	5.2	2.8	2.3	—	—	6.5	3.8	2.8	1.8	—
SASK.	3.8	—	6.0	5.9	3.2	1.9	—	3.9	4.5	2.4	1.1	1.1	—
ALTA.	2.7	—	6.4	2.4	3.2	1.6	—	—	3.9	4.5	2.4	1.3	—
B.C.	2.3	—	3.2	3.6	3.2	1.2	8.7	—	2.9	2.8	1.2	1.0	7.7
N.B.-F.	9.8	—	19.9	10.8	9.8	1.5	—	—	1.9	9.8	5.0	3.2	—
N.B.-E.	3.5	—	7.5	4.2	3.3	0.6	—	—	8.3	2.9	0.7	0.1	—
QUE.-F.	8.0	11.5	7.7	6.8	3.8	2.2	—	9.7	9.7	8.1	4.0	0.7	—
QUE.-E.	4.6	5.5	5.8	4.7	1.4	0.0	—	4.2	2.6	1.2	0.1	24.6	—

TABLE 5

If you are probably or definitely going to leave high school before finishing indicate **the main** reason for leaving?*

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
To get a job	21.0	18.6	16.8	21.9	13.6	24.3	20.8	16.2	13.0	12.2	18.7	16.5	9.4	24.3	24.3
To make my own living and be independent	9.1	10.7	8.3	11.5	7.2	6.5	11.8	14.1	8.9	9.4	12.6	5.6	9.4	6.1	10.0
Poor marks or grades	15.2	17.0	19.0	12.4	24.3	11.2	18.1	20.8	26.9	18.0	14.2	24.3	24.3	11.0	12.8
To get married	3.4	3.0	4.2	3.4	3.9	1.6	3.7	4.1	5.1	6.3	12.5	1.4	7.6	1.2	4.5
Because of financial problems	6.6	8.1	4.0	4.7	4.5	8.9	4.8	4.5	2.8	6.6	4.0	3.8	5.5	8.9	8.7
Dislike school work	13.6	19.1	18.1	10.6	17.2	15.1	10.4	13.4	17.5	10.4	12.8	19.3	14.1	15.6	11.3
Other	14.3	4.9	10.0	25.1	10.0	13.5	15.0	12.4	11.7	16.8	17.1	8.3	12.6	13.4	14.0
Don't know	16.7	18.6	19.6	10.4	19.4	19.0	15.3	14.5	14.2	20.4	8.0	20.9	17.0	19.6	14.5

* Excluded from Table: Students who checked "I plan to finish high school" and those who did not respond (3.3% in total samples).
 Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 6

Percentage who mention "to get a job" as the main reason for leaving high school, by sex and grade.*

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	21.0	26.1	20.9	17.4	16.5	19.2	5.3	24.7	25.2	19.3	22.0	16.0	15.4
NFLD.	18.6	—	19.8	15.4	20.9	—	—	—	20.9	13.8	6.4	—	—
P.E.I.	16.8	—	17.2	11.1	12.4	40.1	—	—	16.6	28.5	10.8	0.0	—
N.S.	21.9	—	31.0	22.3	19.5	25.9	—	—	14.1	26.3	10.0	11.7	—
N.B.	13.6	—	9.8	16.7	13.8	16.6	—	—	16.3	18.7	3.9	3.6	—
QUE.	23.9	26.1	19.0	15.7	18.6	33.0	—	24.7	32.3	21.5	38.4	49.0	—
ONT.	20.8	—	25.2	21.0	14.7	16.8	5.5	—	26.2	19.7	18.4	12.3	11.3
MAN.	16.2	—	10.7	13.0	16.2	9.6	—	—	11.8	25.4	21.0	30.8	—
SASK.	13.0	—	17.6	9.7	4.3	7.9	—	—	8.2	28.2	13.1	9.5	—
ALTA.	12.2	—	10.6	10.0	22.2	17.6	—	—	2.1	10.2	14.4	11.0	—
B.C.	18.7	—	34.2	23.0	14.3	21.9	0.0	—	10.9	5.9	21.4	13.7	33.3
N.B.-F.	16.5	—	9.9	19.4	21.7	34.4	—	—	19.8	21.9	5.2	8.7	—
N.B.-E.	9.4	—	9.7	13.6	4.7	6.3	—	—	10.8	12.2	0.0	0.0	—
QUE.-F.	24.3	27.4	19.3	16.3	18.7	33.0	—	23.9	33.3	20.1	38.2	48.4	—
QUE.-E.	24.3	12.3	14.8	8.8	17.8	—	—	31.8	20.6	29.8	40.9	100.0	—

* Excluded from Table: Students who checked "I plan to finish high school" and those who did not respond (3.3% in total samples).

TABLE 7

Percentage who mention "to make my own living and be independent" as the main reason for leaving high school, by sex and grade.*

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	9.1	4.8	7.3	8.5	10.2	12.6	21.7	10.6	10.1	10.0	10.8	13.0	5.0
NFLD.	10.7	—	13.5	10.6	6.7	—	—	—	7.7	8.2	11.6	—	—
P.E.I.	8.3	—	7.1	14.6	8.8	12.2	—	—	10.7	2.4	2.5	0.0	—
N.S.	11.5	—	5.0	13.3	12.8	22.5	—	—	16.2	7.9	15.2	41.9	—
N.B.	7.2	—	12.2	5.5	9.3	6.7	—	—	2.3	2.1	10.8	19.7	—
QUE.	6.4	4.8	5.4	4.7	7.6	11.6	—	10.6	8.1	3.4	2.5	3.2	—
ONT.	11.8	—	6.6	11.4	13.0	9.8	21.2	—	12.5	15.1	16.6	12.2	5.0
MAN.	14.1	—	10.1	10.1	15.7	20.1	—	—	16.1	11.8	20.9	12.3	—
SASK.	8.9	—	9.4	6.1	6.1	2.4	—	—	11.6	11.6	10.5	21.6	—
ALTA.	9.4	—	9.9	7.7	6.8	16.2	—	—	7.4	14.2	3.1	17.2	—
B.C.	12.6	—	13.8	15.5	12.2	19.5	27.7	—	9.2	10.5	8.4	9.3	0.0
N.B.-F.	5.6	—	12.2	6.2	2.4	0.0	—	—	1.6	1.1	9.4	0.0	—
N.B.-E.	9.4	—	12.1	4.7	17.2	10.5	—	—	3.5	4.1	14.9	32.9	—
QUE.-F.	6.1	4.7	4.9	3.4	7.7	11.6	—	10.2	8.5	3.2	1.4	3.2	—
QUE.-E.	10.0	6.0	10.0	20.5	6.1	—	—	13.3	3.5	5.0	15.4	0.0	—

*Excluded from Table: Students who checked "I plan to finish high school" and those who did not respond (3.3% in total samples)

TABLE 8

Percentage who mention "poor marks or grades" as the main reason for leaving high school, by sex and grade.*

	BOYS							GIRLS					
	TOTAL	8	9	10	11	12	13	8	9	10	11	12	13
CAN.	15.2	13.9	15.7	14.6	14.4	14.4	38.0	14.6	13.9	17.7	15.3	15.0	10.9
NFLD.	17.0	—	12.7	23.0	33.0	—	—	—	10.7	25.1	24.6	—	—
P.E.I.	19.0	—	12.1	10.7	19.0	17.6	—	—	34.2	7.2	27.4	12.6	—
N.S.	12.4	—	18.2	14.5	7.6	27.5	—	—	11.6	11.4	5.0	0.0	—
N.B.	24.3	—	19.2	16.6	24.4	20.2	—	—	32.3	19.4	51.0	19.0	—
QUE.	11.3	13.9	9.5	9.6	8.7	4.0	—	14.6	8.0	15.1	11.6	22.3	—
ONT.	18.1	—	19.9	17.5	17.8	20.6	42.2	—	14.9	19.1	15.6	14.5	8.2
MAN.	20.8	—	25.6	18.2	21.4	17.6	—	—	24.8	19.2	19.3	9.0	—
SASK.	26.9	—	26.1	31.4	27.4	17.5	—	—	30.2	22.5	24.7	35.5	—
ALTA.	18.0	—	23.6	18.3	11.4	9.6	—	—	29.1	19.0	11.4	18.6	—
B.C.	14.2	—	20.8	10.8	17.2	6.6	9.2	—	17.2	17.5	12.0	6.3	22.2
N.B.-F.	24.3	—	15.4	19.2	22.0	0.0	—	—	30.8	20.2	57.3	14.7	—
N.B.-E.	24.3	—	24.7	13.6	27.1	31.9	—	—	34.6	17.8	33.6	22.0	—
QUE.-F.	11.0	13.9	7.5	9.9	8.6	4.0	—	15.0	6.9	16.1	11.5	22.6	—
QUE.-E.	12.8	14.7	26.7	6.7	11.7	—	—	11.4	20.5	9.3	13.7	0.0	—

* Excluded from Table: Students who checked "I plan to finish high school" and those who did not respond (3.3% in total samples).

TABLE 9
Percentage who mention "financial problems" as the main reason for leaving high school, by sex and grade.*

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	6.6	2.8	5.3	8.4	10.3	6.0	1.2	6.2	5.1	9.0	9.5	2.9	8.6
NFLD.	8.1	—	9.9	7.1	0.0	—	—	—	7.3	9.0	17.7	—	—
P.E.I.	4.0	—	4.2	13.0	0.0	0.0	—	—	2.2	1.8	0.0	16.7	—
N.S.	4.7	—	1.9	3.8	12.4	5.2	—	—	1.7	4.9	7.2	0.0	—
N.B.	4.5	—	2.7	6.7	4.0	7.9	—	—	1.5	7.4	5.3	4.9	—
QUE.	8.9	2.8	6.6	14.0	15.5	12.5	—	6.2	5.2	23.3	25.1	0.0	—
ONT.	4.8	—	4.9	5.7	8.0	4.8	1.4	—	4.6	3.0	4.4	3.0	10.7
MAN.	4.5	—	3.2	5.4	6.2	4.7	—	—	3.1	4.3	7.0	2.2	—
SASK.	2.8	—	1.5	1.9	3.0	8.3	—	—	0.5	2.1	1.7	11.3	—
ALTA.	6.6	—	5.3	3.9	4.9	8.8	—	—	13.4	7.8	6.3	2.3	—
B.C.	4.0	—	2.7	2.8	8.5	0.4	0.0	—	10.0	3.9	3.3	0.3	0.0
N.B.-F.	3.8	—	1.9	3.5	4.3	0.0	—	—	2.4	5.9	7.2	8.7	—
N.B.-E.	5.5	—	4.1	10.4	3.7	12.6	—	—	0.0	10.4	0.0	2.4	—
QUE.-F.	8.9	1.6	6.3	14.7	15.8	12.5	—	6.3	4.9	26.8	26.4	0.0	—
QUE.-E.	8.7	14.5	9.0	5.7	11.2	—	—	5.0	9.7	1.7	9.4	0.0	—

*Excluded from Table: Students who checked "I plan to finish high school" and those who did not respond (3.3% in total samples).

TABLE 10
Percentage who mention "dislike school work" as the main reason for leaving high school, by sex and grade.*

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	13.6	17.1	16.3	17.0	15.6	17.7	1.4	7.3	9.9	9.9	11.8	8.4	18.3
NFLD.	19.1	—	14.6	17.7	23.6	—	—	—	25.0	23.1	20.9	—	—
P.E.I.	18.1	—	27.6	20.9	18.2	30.1	—	—	3.3	15.6	27.4	0.0	—
N.S.	10.6	—	8.0	8.7	11.4	8.6	—	—	13.6	16.6	5.0	0.0	—
N.B.	17.2	—	24.1	17.0	19.6	20.4	—	—	15.5	13.9	1.2	20.6	—
QUE.	15.4	17.1	23.3	19.0	22.1	20.8	—	7.3	8.8	8.0	10.2	5.7	—
ONT.	10.4	—	9.0	14.7	8.2	13.5	0.4	—	8.5	10.5	12.7	0.0	23.3
MAN.	13.4	—	12.5	24.8	14.9	15.1	—	—	13.4	6.2	7.0	11.7	—
SASK.	17.5	—	12.3	22.8	27.1	23.0	—	—	15.6	6.3	18.3	10.9	—
ALTA.	10.4	—	15.9	13.8	12.5	6.2	—	—	4.0	7.1	10.5	2.8	—
B.C.	12.8	—	5.0	12.7	6.5	32.6	9.2	—	11.1	8.1	16.6	23.7	0.0
N.B.-F.	19.3	—	27.9	15.3	28.5	48.5	—	—	15.7	15.8	1.6	33.4	—
N.B.-E.	14.1	—	18.5	19.0	9.3	4.2	—	—	15.3	10.0	0.0	12.2	—
QUE.-F.	15.6	17.2	24.2	19.8	22.4	20.8	—	7.5	8.6	6.9	10.0	0.0	—
QUE.-E.	11.3	16.4	13.8	8.8	17.3	—	—	5.6	11.4	15.1	12.8	0.0	—

*Excluded from Table: Students who checked "I plan to finish high school" and those who did not respond (3.3% in total samples).

TABLE 11

Percentage who say they do not know the main reason for leaving high school, by sex and grade*

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	16.7	22.0	20.7	15.7	13.7	8.8	8.7	24.2	19.4	12.3	6.5	8.1	25.1
NFLD.	18.6	—	23.7	16.1	0.0	—	—	—	23.6	8.6	8.1	—	—
P.E.I.	19.6	—	20.7	13.1	24.8	0.0	—	—	25.6	16.3	14.6	0.0	—
N.S.	10.4	—	14.8	8.3	4.4	6.8	—	—	14.9	6.3	10.0	18.6	—
N.B.	19.4	—	23.3	19.4	17.0	7.6	—	—	22.8	18.1	12.4	7.4	—
QUE.	19.2	22.0	20.4	17.2	12.9	5.8	—	24.2	21.1	12.2	4.1	0.0	—
ONT.	15.3	—	22.8	15.9	16.6	6.9	7.1	—	17.8	13.5	4.4	9.5	32.1
MAN.	14.5	—	23.5	10.7	10.5	11.6	—	—	20.7	13.6	7.4	5.1	—
SASK.	14.2	—	21.3	11.6	19.2	15.6	—	—	18.6	9.4	7.7	0.0	—
ALTA	20.4	—	23.6	22.4	16.8	20.7	—	—	25.5	16.9	13.1	22.4	—
B.C.	8.0	—	5.8	11.2	11.6	4.8	20.0	—	3.1	9.3	7.6	1.3	0.0
N.B.-F	20.9	—	27.6	23.7	9.7	17.1	—	—	22.2	21.0	11.1	0.0	—
N.B.-E	17.0	—	16.9	14.5	25.5	2.1	—	—	23.8	12.2	15.8	12.2	—
QUE.-F	19.6	22.5	21.4	16.7	12.4	5.8	—	25.1	21.7	12.7	4.4	0.0	—
QUE.-E	14.5	16.1	10.8	23.1	20.0	—	—	16.6	14.4	9.1	0.0	0.0	—

*Excluded from Table: Students who checked "I plan to finish high school" and those who did not respond (3.3% in total samples).

TABLE 12

How far do your parents want you to go in high school?

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Leave before finishing	3.4	1.0	2.3	4.3	2.1	6.3	2.3	2.6	1.4	1.3	1.3	3.9	0.9	7.2	3.2
Stay until finishing	85.8	92.0	87.7	89.3	88.6	72.9	91.4	90.5	93.2	93.4	94.6	79.5	94.8	68.2	88.9
Don't know parents' wishes	10.2	6.1	9.5	5.8	8.8	20.1	5.7	6.3	4.8	4.8	3.6	16.0	3.9	23.8	7.4
No answer	0.7	0.9	0.5	0.6	0.5	0.7	0.6	0.6	0.6	0.5	0.6	0.6	0.4	0.8	0.5

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 13

Percentage who say that their parents want them to stay until finishing, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	85.8	61.0	80.5	85.8	90.7	93.7	94.9	64.3	82.7	90.5	93.4	95.9	96.0
NFND.	92.0	—	86.9	93.6	96.5	—	—	—	88.0	93.6	98.0	—	—
P.E.I.	87.7	—	79.2	86.5	89.2	96.9	—	—	80.2	93.3	94.3	98.0	—
N.S.	89.3	—	80.1	87.6	88.0	95.9	—	—	91.1	91.4	91.7	96.4	—
N.B.	88.6	—	81.1	86.4	89.7	96.6	—	—	84.7	86.9	93.9	94.9	—
QUE.	72.9	61.0	71.8	77.0	84.5	76.9	—	64.3	71.1	83.1	86.4	93.7	—
ONT.	91.4	—	86.2	89.6	93.5	94.2	96.3	—	86.7	90.7	94.6	95.2	97.0
MAN.	90.5	—	82.0	89.2	92.0	93.7	—	—	85.8	92.4	93.1	96.7	—
SASK.	93.2	—	86.1	91.4	95.1	94.9	—	—	94.9	94.7	94.2	96.5	—
ALTA.	93.4	—	85.9	92.5	94.6	95.6	—	—	90.2	94.9	96.0	96.5	—
B.C.	94.6	—	90.9	91.9	94.1	95.5	86.6	—	93.5	96.1	97.6	96.7	89.3
N.B.-F.	79.5	—	76.3	74.4	80.0	94.1	—	—	74.4	76.4	88.5	85.7	—
N.B.-E.	94.8	—	85.7	94.1	95.6	97.3	—	—	94.0	94.7	98.3	98.9	—
QUE.-F.	68.2	56.2	68.3	73.8	81.3	76.8	—	59.3	64.7	77.4	81.2	94.7	—
QUE.-E.	88.9	86.2	89.6	92.6	96.0	100.0	—	85.3	94.2	95.7	98.2	81.5	—

TABLE 14

Percentage who say they don't know their parents' wishes concerning how far they should go in high school, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	10.2	28.3	14.1	10.1	7.0	4.8	3.0	27.2	12.4	6.2	4.1	2.2	2.3
NFLD.	6.1	—	9.7	4.7	2.4	—	—	—	10.2	4.9	1.2	—	—
P.E.I.	9.5	—	13.2	11.1	7.2	1.9	—	—	17.1	5.9	4.2	1.5	—
N.S.	5.8	—	11.8	6.4	5.7	3.6	—	—	4.2	6.0	4.0	0.7	—
N.B.	8.8	—	14.7	10.9	7.4	3.2	—	—	11.8	10.1	4.4	3.7	—
QUE.	20.1	28.3	20.8	17.4	12.9	19.0	—	27.2	21.0	11.9	8.7	5.1	—
ONT.	5.7	—	9.7	7.1	4.1	4.2	2.2	—	9.0	5.2	3.4	2.6	2.3
MAN.	6.3	—	12.7	6.5	6.1	4.0	—	—	11.5	4.6	2.9	1.5	—
SASK.	4.8	—	11.2	4.9	3.2	3.9	—	—	3.1	3.5	4.7	2.0	—
ALTA.	4.8	—	9.5	5.3	4.4	3.2	—	—	7.5	3.8	2.7	2.7	—
B.C.	3.6	—	6.0	4.6	4.6	3.7	8.0	—	5.2	2.7	1.4	1.5	2.6
N.B.-F.	16.0	—	19.0	21.5	14.6	5.9	—	—	19.4	18.1	8.1	10.5	—
N.B.-E.	3.9	—	10.6	4.1	3.1	2.4	—	—	4.9	4.2	1.5	0.7	—
QUE.-F.	23.8	32.2	23.6	19.8	15.8	19.1	—	31.1	25.9	16.0	11.9	5.3	—
QUE.-E.	7.4	7.5	7.0	5.5	2.2	0.0	—	11.1	3.0	2.6	1.3	3.1	—

TABLE 15

Among your friends in school, how many are planning to finish high school?

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
All of them	21.4	16.3	10.7	13.3	21.7	13.9	23.2	23.6	18.8	25.6	37.8	10.2	29.6	9.1	31.8
Most of them	48.4	45.8	48.8	50.4	45.5	46.6	50.8	48.0	54.3	51.5	44.2	48.3	43.6	47.6	42.0
About half of them	7.2	5.6	8.2	10.9	6.9	9.2	6.5	7.9	5.3	5.2	4.7	9.6	5.1	10.0	6.1
A few of them	7.1	6.3	6.6	8.6	8.2	10.5	5.4	6.1	4.4	4.6	4.3	12.7	5.1	12.0	5.5
None of them	0.6	0.3	0.9	0.2	0.5	1.1	0.5	0.3	0.2	0.3	0.5	0.7	0.3	1.2	0.7
Don't know	14.7	24.9	24.4	16.1	17.0	18.2	13.0	13.8	16.3	12.4	7.9	18.1	16.2	19.7	13.3
No Answer	0.5	0.9	0.4	0.5	0.2	0.5	0.6	0.4	0.8	0.5	0.5	0.3	0.2	0.5	0.6
Some friends will not finish high school*	63.3	58.0	64.5	70.1	61.1	67.4	63.2	62.3	64.2	61.6	53.7	71.3	54.1	70.8	54.3
All or most friends will finish high school**	69.8	62.1	59.5	63.7	67.2	60.5	74.0	71.6	73.1	77.1	82.0	58.5	73.2	56.7	73.8

*Addition of the 2nd, 3rd, 4th and 5th lines.

**Addition of the first two lines of the table.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 16

Percentage who say that all their friends are planning to finish high school, by sex and grade.

	TOTAL	BOYS										GIRLS				
		8	9	10	11	12	13	8	9	10	11	12	13	12	13	13
CAN.	21.4	7.1	10.4	15.4	24.1	35.2	37.8	7.1	14.0	22.8	31.7	43.6	51.8			
NFLD.	16.3	—	6.1	11.3	30.2	—	—	—	7.3	16.8	37.7	—	—			
P.E.I.	10.7	—	2.4	8.3	11.2	17.3	—	—	9.6	11.0	12.1	28.2	—			
N.S.	13.3	—	2.7	14.0	11.6	28.2	—	—	6.5	9.5	15.5	41.3	—			
N.B.	21.7	—	8.0	15.0	23.4	40.6	—	—	7.6	19.5	29.9	45.0	—			
QUE.	13.9	7.1	9.5	13.5	25.6	27.2	—	7.1	9.5	18.3	38.3	43.8	—			
ONT.	23.2	—	12.2	15.5	20.3	29.8	37.1	—	16.1	22.7	25.6	35.2	52.4			
MAN.	23.6	—	10.0	20.0	21.5	31.1	—	—	14.6	27.8	28.1	38.2	—			
SASK.	18.8	—	8.3	12.1	19.2	30.4	—	—	14.2	18.0	21.2	34.4	—			
ALTA.	25.6	—	8.4	16.6	19.0	34.1	—	—	15.1	24.4	33.7	53.5	—			
B.C.	37.8	—	18.0	21.5	35.3	49.6	41.9	—	30.8	35.1	41.2	58.1	47.6			
N.B.-F.	10.2	—	8.7	7.4	11.6	22.0	—	—	3.5	8.9	13.6	20.3	—			
N.E.-E.	29.6	—	7.3	19.8	30.6	45.7	—	—	11.2	27.3	42.9	55.8	—			
QUE.-F.	9.1	5.1	7.7	10.4	18.4	27.0	—	3.3	3.2	7.3	26.5	42.1	—			
QUE.-E.	31.8	17.4	18.1	29.2	52.1	58.8	—	23.1	32.7	42.7	64.9	63.1	—			

TABLE 17

Have any of your friends left high school before finishing?

	TOTAL														N.B.		QUE.	
															FR.	ENG.	FR.	ENG.
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.							
Yes	67.6	75.5	76.4	76.5	73.6	71.2	64.9	65.4	68.3	62.8	62.8	79.8	69.5	75.6	55.3			
No	31.5	23.0	22.8	22.5	25.6	28.0	34.0	33.6	30.9	36.2	36.6	19.6	29.7	23.6	43.7			
No Answer	0.9	1.5	0.8	1.0	0.8	0.8	1.0	1.0	0.8	1.0	0.6	0.6	0.9	0.8	0.9			

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 18

Percentage having friends who left high school before finishing, by sex and grade.

	TOTAL	BOYS								GIRLS							
		8	9	10	11	12	13	8	9	10	11	12	13	8	9	10	11
CAN.	67.6	61.1	61.6	70.3	74.2	76.5	81.1	64.9	60.1	63.6	70.3	73.3	69.4	64.9	60.1	63.6	70.3
NFLD.	75.5	—	69.2	79.2	82.2	—	—	—	73.6	75.6	75.7	—	—	—	72.8	71.0	81.3
P.E.I.	76.4	—	73.4	79.3	82.2	85.6	—	—	—	84.7	81.3	82.8	—	—	67.5	74.7	76.4
N.S.	76.5	—	78.8	74.6	82.9	84.7	—	—	68.3	68.1	73.9	76.3	—	—	—	68.1	73.9
N.B.	73.6	—	72.7	74.5	78.8	81.7	—	64.9	72.7	72.4	77.7	72.4	—	—	—	72.4	77.7
QUE.	71.2	61.1	69.6	78.0	80.0	85.8	—	—	51.1	59.3	67.2	75.0	68.5	—	—	59.3	67.2
ONT.	64.9	—	53.5	67.2	69.2	77.8	82.1	—	—	58.9	65.5	75.1	—	—	—	58.9	65.5
MAN.	65.4	—	58.2	62.2	70.2	77.3	—	—	50.3	64.4	77.2	78.9	—	—	—	64.4	77.2
SASK.	68.3	—	60.8	69.8	73.8	79.0	—	—	51.5	57.4	68.1	68.5	—	—	—	57.4	68.1
ALTA.	62.8	—	51.2	58.2	72.9	74.1	75.4	—	45.3	58.8	64.6	69.0	75.4	—	—	58.8	64.6
B.C.	62.8	—	47.9	61.4	69.3	70.3	—	—	72.0	77.4	83.2	91.5	—	—	—	72.0	77.4
N.B.-F.	79.8	—	71.3	81.3	87.4	90.8	—	—	65.0	61.3	66.4	69.7	—	—	—	65.0	61.3
N.B.-E.	69.5	—	73.7	70.1	73.5	79.2	—	—	79.5	79.6	84.3	74.3	—	—	—	79.5	79.6
QUE.-F.	75.6	64.6	72.4	80.6	83.6	86.0	—	71.5	47.6	56.5	62.8	49.2	—	—	—	47.6	56.5
QUE.-E.	55.3	42.9	55.8	65.2	66.8	52.9	—	36.8	—	—	—	—	—	—	—	—	—

TABLE 19

Were you placed in your present programme or course of study by the school, or did you choose to go into it yourself?

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	P.E.I.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
There is only one programme of study in this school	11.4	47.3	50.9	44.9	32.6	12.0	2.2	15.4	40.9	10.6	0.3	41.6	26.1	10.8	16.6
More than one*	86.6	46.9	46.1	52.6	65.8	86.0	96.9	81.9	54.9	84.6	98.3	56.1	72.8	87.6	80.4
No answer	2.0	5.8	3.0	2.5	1.6	2.0	0.9	2.6	4.2	4.8	1.4	2.4	1.2	1.6	3.0

*Addition of the first two lines of Table 21.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 20

Were you placed in your present programme or course of study by the school, or did you choose to go into it yourself?*

	TOTAL										N.B.				QUE.	
	CAN.	NFLD.	P.E.I.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
Was placed in programme by the school	25.3	40.3	31.7	32.9	15.8	44.7	11.6	14.0	27.7	29.3	14.1	16.9	15.5	45.7	38.4	
	74.7	59.7	68.3	67.1	84.2	55.3	88.4	86.0	72.3	70.7	85.9	83.1	84.5	54.3	61.6	

*The students who checked: "There is only one programme or course of study in this school" or who did not respond are excluded from this table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 21

Were you placed in your present programme or course of study by the school, or did you choose to go into it yourself?

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	P.E.I.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Was placed in programme by school	21.9	18.9	14.6	17.3	10.4	38.5	11.2	11.5	15.2	24.8	13.9	9.5	11.3	40.0	30.9
Chose to go into it myself	64.7	28.0	31.5	35.3	65.4	47.6	85.7	70.4	39.7	59.8	84.4	46.6	61.5	47.6	49.5
There is only one programme in this school	11.4	47.3	50.9	44.9	32.6	12.0	2.2	15.4	40.9	10.6	0.3	41.6	26.1	10.8	16.6
No answer	2.0	5.8	3.0	2.5	1.6	1.9	0.9	2.6	4.2	4.8	1.4	2.4	1.2	1.6	3.0

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 22

The Programme of Study: A — The student is presently in.
B — For which he thinks he is the most suited.

	A	B		A	B
Newfoundland			New Brunswick — English		
Commercial	1.9	7.1	Academic (University Preparatory)	69.4	40.0
Pass (General)	63.7	25.8	Technical	5.6	6.3
Matriculation	2.1	6.5	Vocational or Job Preparatory	16.4	17.3
Trade	32.3	—	Not Applicable or No Answer	8.4	—
Not Applicable or No Answer	—	60.6	Not Programme Now In, Don't Know, No Answer	—	36.3
Not Programme Now In, Don't know, No answer					
Prince Edward Island			Quebec		
College or University Preparatory	54.6	24.4	Cours familial	0.2	0.7
Commercial	3.4	4.8	Général	26.6	9.2
General	32.3	8.5	Général — math.		
Vocational	0.3	4.7	Général — arts	55.0	37.4
Not Applicable or No Answer	9.6	—	Scientifique		
Not Programme Now In, Don't know, No answer	—	57.6	Sciences — math.		
			Sciences — lettres		
Nova Scotia			Commercial	3.7	5.1
Commercial General	0.8	2.7	Cours de métiers	8.6	8.8
General Course	11.7	6.4	Classe	0.4	0.3
Special Commercial Course	0.8	2.0	Classes occupationnelles ou initiation au travail	0.4	0.7
Terminal	0.6	0.5	Cours spécial	2.2	0.0
University Preparation	75.2	32.9	Not Applicable or No Answer	2.9	—
Vocational or Trade Course	1.5	7.9	Not Programme Now In, Don't know, No Answer	—	37.7
Not Applicable or No Answer	9.4	47.6			
Not Programme Now In, Don't know, No answer	—		(a) English Protestant		
New Brunswick			Latin	12.0	8.3
Academic (University Preparatory)	72.0	36.7	Science	31.2	25.6
Technical High School (Home Economics, Industrial)	3.5	5.3	Practical	2.2	1.8
Vocational or Job Preparatory (Commercial, Home Making, Industrial)	17.0	16.2	Commercial	4.4	6.3
Not Applicable or No Answer	7.5	—	Occupations	0.3	2.9
Not Programme Now In, Don't know, No answer	—	41.8	Other	26.4	7.7
			Not Applicable or No Answer	23.5	—
New Brunswick — French			Not Programme Now In, Don't know, No answer	—	47.3
Academic (University Preparatory)	74.1	31.8	(b) English Catholic		
Technical	1.0	4.1	Honours	62.3	39.7
Vocational or Job Preparatory	19.2	15.2	Pass Course	18.8	8.2
Not Applicable or No Answer	5.7	—	Commercial	3.7	7.3
Not Programme Now In, Don't know, No answer	—	48.9	Not Applicable or No Answer	13.2	—
			Not Programme Now In, Don't know, No answer	—	44.3

TABLE 22 (Concluded)

	A	B		A	B
Ontario			Alberta		
5 year Arts and Science	52.5	38.0	Business Education	13.0	10.5
4 year Arts and Science	5.8	3.6	Matriculation - Technical	1.7	3.0
5 year Commercial	3.7	3.0	Matriculation Program	55.1	35.9
4 year Commercial	16.2	11.4	Technical - Business Education	1.9	2.4
5 year Science, Technology and Trades	4.1	3.9	Technical - Vocational	4.2	6.4
4 year Science, Technology and Trades	10.6	8.6	Others	9.0	3.2
2 year Programme	4.1	1.9	Not Applicable or No Answer	15.1	—
1 year Occupational	0.6	0.3	Not Programme Now In, Don't know, No answer	—	38.6
Not Applicable or No Answer	2.6	—			
Not Programme Now In, Don't know, No answer	—	29.3			
Manitoba			British Columbia		
General Course	11.8	10.4	Academic - Technical	56.6	41.5
University Entrance	61.8	41.6	General Program	13.1	6.4
Vocational Commercial	7.5	7.9	Regular Educational Program	5.5	2.5
Vocational Industrial	1.8	2.2	University Program	3.1	0.1
Not Applicable or No Answer	17.2	—	Industrial	3.6	3.3
Not Programme Now In, Don't know, No Answer	—	37.9	Commercial	10.7	10.7
			Community Services	1.7	2.2
			Visual and Performing Arts	0.7	1.6
			Programmes for Particular Occupations	0.7	2.0
			Not Applicable or no Answer	0.8	2.0
			Not Programme Now In, Don't know, No answer	4.3	—
Saskatchewan					
Commercial	2.9	6.0			
General	23.6	9.3			
Technical	1.4	6.5			
Terminal (Social)	0.4	1.1			
University Preparatory	60.8	26.5			
Not Applicable or No Answer	11.0	—			
Not Programme Now In, Don't know, No answer	—	50.6			

TABLE 23

Among your students about how many would you say are in a programme of study for which they are **not** suited?

	TOTAL (Teachers and Counsellors)									
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	B.C.
None or almost none	8.9	13.4	5.1	8.7	8.9	8.7	9.9	7.3	7.1	7.0
Less than ¼	32.7	18.9	24.9	17.3	22.7	30.6	45.4	19.8	22.3	27.6
About ¼	30.6	23.6	39.8	24.8	35.8	33.1	26.9	32.6	28.2	35.6
About ½	12.9	22.6	17.4	28.4	14.5	14.4	5.6	22.0	18.8	11.3
More than ½	3.4	3.8	5.8	7.3	4.1	4.2	1.8	7.2	5.3	1.4
Don't know or no answer	11.5	17.8	6.9	12.9	14.1	8.9	10.4	11.1	18.3	17.0
¼ or more*	46.9	50.0	63.0	60.5	54.4	51.7	34.3	61.8	52.3	48.3

*Addition of the 3rd, 4th and 5th lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 24

When do you feel a student knows enough about his interests and abilities to choose his programme or course of study in high school?

	TOTAL									
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.
When entering high school	16.1	20.8	14.1	19.5	21.8	13.6	14.7	21.8	14.8	13.6
After 1 yr. in high school	28.4	24.9	18.3	22.5	28.2	25.6	33.0	32.7	21.9	29.8
After 2 or more years in high school	34.1	30.3	43.3	37.5	22.4	36.8	33.6	26.2	38.9	32.3
Never	10.3	10.6	9.9	9.3	11.6	13.3	8.8	7.4	8.2	41.3
Don't know	9.7	10.6	13.5	10.2	14.8	9.5	8.6	10.7	12.0	9.7
No Answer	1.4	2.7	1.0	1.0	1.1	1.2	1.2	1.3	4.1	1.0
After 2 or more years and never*	44.4	40.9	53.2	46.8	34.0	50.1	42.4	33.6	47.1	23.9
									34.7	51.0
									48.0	47.6

*Addition of the 3rd and 4th lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 25

Percentage who think that a student knows enough about his interests and abilities to choose his programme of study after two or more years of high school, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	34.1	25.7	29.2	34.1	43.0	44.8	47.6	30.6	27.0	30.1	35.7	38.8	46.0
NFLD.	30.3	—	28.6	25.3	44.1	—	—	—	24.9	29.4	31.8	—	—
P.E.I.	43.3	—	33.2	37.3	55.6	55.1	—	—	38.3	47.0	49.2	51.8	—
N.S.	37.5	—	32.5	30.6	46.1	47.9	—	—	34.4	32.2	40.2	50.4	—
N.B.	22.4	—	21.3	20.3	27.4	31.7	—	—	22.0	18.7	20.1	23.1	—
QUE.	36.8	25.7	35.7	40.4	50.1	61.3	—	30.6	31.5	45.6	45.7	61.3	—
ONT.	33.6	—	21.5	32.8	44.4	50.4	48.5	—	21.1	22.7	35.0	41.4	45.3
MAN.	26.2	—	25.1	24.7	28.4	37.4	—	—	22.8	21.9	20.2	31.8	—
SASK.	38.9	—	28.1	36.4	46.1	50.2	—	—	33.8	33.8	42.2	48.9	—
ALTA.	17.3	—	14.3	15.4	17.0	27.2	—	—	16.3	12.9	14.5	21.1	—
B.C.	41.3	—	41.7	41.0	45.6	41.7	41.6	—	36.5	38.1	41.8	41.0	51.3
N.B.-F.	19.4	—	15.8	22.6	27.1	32.0	—	—	15.5	20.7	15.4	15.9	—
N.B.-E.	24.4	—	26.7	18.8	27.5	31.6	—	—	27.8	17.2	23.8	26.2	—
QUE.-F.	34.0	24.1	33.4	38.4	47.7	61.3	—	29.0	27.4	41.2	39.0	59.2	—
QUE.-E.	46.8	34.3	46.5	50.3	59.1	52.9	—	37.1	46.6	55.2	60.8	86.2	—

TABLE 26

When do you feel a **student** knows enough about his interests and abilities to choose his programme or course of study in high school?

	TOTAL (Teachers and Counsellors)										
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
When entering high school	2.1	5.9	1.1	4.6	5.6	1.6	1.4	3.1	1.7	4.3	2.1
After 1 year	15.4	18.9	17.5	24.3	30.3	13.7	13.2	20.3	6.1	27.8	12.5
After 2 or more years	56.0	48.4	55.0	54.1	38.8	61.5	56.3	46.4	61.8	43.8	52.9
Never	11.3	13.9	11.5	4.9	5.5	11.5	12.8	14.3	13.2	8.1	9.6
Don't know or No answer	15.1	12.9	14.8	12.1	19.8	11.7	16.4	16.0	17.1	16.0	22.9
After 2 or more years or Never*	67.3	62.3	66.5	59.0	44.3	73.0	69.1	60.7	75.0	51.9	62.5

*Addition of the 3rd and 4th lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 27

When do you feel a **teacher** knows enough about a student's interests and abilities to help him choose his programme or course of study in high school?

	TOTAL (Teachers and Counsellors)										
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
When student enters high school	3.0	11.1	1.6	5.2	7.2	1.4	1.7	6.5	2.1	9.7	2.1
When he has completed 1 year	24.1	32.5	26.8	33.1	32.7	24.1	21.6	29.1	16.8	34.9	16.5
When he has completed 2 or more years	48.0	44.4	57.6	41.9	31.9	51.9	47.5	40.3	57.4	32.8	53.0
Never	10.7	3.4	5.6	6.5	10.1	11.7	12.2	9.0	10.6	7.9	9.4
Don't know or No answer	14.3	8.5	8.3	13.4	18.2	10.8	16.9	15.1	13.0	14.7	19.0
2 or more years or Never*	58.7	47.8	63.2	48.4	42.0	63.6	59.7	49.3	68.0	40.7	62.4

* Addition of the 3rd and 4th lines.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 28

Do you think you will continue your education after high school on a full-time basis, on a part-time basis, or not at all?

	TOTAL										
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
Definitely full-time	32.4	27.3	27.9	33.7	33.3	36.3	30.2	31.1	29.5	28.9	31.8
Probably full-time	20.6	15.3	17.4	18.0	17.6	19.1	20.1	21.0	23.7	25.2	24.0
Definitely part-time	3.0	3.9	2.0	2.6	3.1	3.5	3.0	2.4	1.8	2.0	2.9
Probably part-time	6.2	7.0	5.0	6.7	4.8	5.0	7.0	5.3	5.9	6.3	8.2
Definitely not at all	2.7	2.0	2.7	2.2	2.2	2.7	3.1	2.6	2.0	2.1	2.2
Probably not at all	6.8	4.4	5.9	7.2	6.6	5.0	8.7	7.7	6.0	7.5	7.0
Undecided	18.0	28.6	25.2	21.7	18.9	12.8	19.8	21.9	24.2	20.8	18.6
Have not thought about it yet	9.5	10.1	13.0	7.4	12.7	14.8	7.2	7.3	6.2	6.5	4.6
No answer.	0.8	1.3	0.8	0.4	0.6	0.7	0.9	0.7	0.6	0.7	0.7

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 29

Do you think you will continue your education after high school on a full time basis, on a part time basis, or not at all?*

	TOTAL										
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
Full-time	53.0	42.6	45.3	51.7	50.9	55.4	50.3	52.1	53.2	54.1	55.8
Part Time	9.2	10.9	7.0	9.3	7.9	8.5	9.9	7.8	7.7	8.3	11.1
Not at all.	9.5	6.4	8.6	9.4	8.8	7.7	11.8	10.3	8.0	9.6	9.2

*This table consists in the collapsing of the first 6 lines of table 28 — by sets of two.

TABLE 30

Percentage who think they will definitely continue their education after high school on a full-time basis, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	32.4	29.8	27.0	30.8	36.3	35.0	58.2	30.4	26.0	29.2	36.7	38.5	66.5
NFLD.	27.3	—	24.2	23.6	27.6	—	—	—	23.4	30.0	39.5	—	—
P.E.I.	27.9	—	18.3	24.8	21.8	36.4	—	—	22.7	36.7	27.9	46.5	—
N.S.	33.7	—	17.0	26.8	33.5	44.2	—	—	27.6	31.4	50.7	62.6	—
N.B.	33.3	—	19.7	30.0	31.8	44.8	—	—	26.1	32.0	40.0	51.8	—
QUE.	36.3	29.8	34.4	40.8	50.5	46.6	—	30.4	29.9	34.3	49.0	69.1	—
ONT.	30.2	—	23.6	25.2	28.9	32.5	58.8	—	23.2	26.7	28.6	31.5	66.5
MAN.	31.1	—	21.0	29.7	34.0	40.6	—	—	12.8	29.7	33.2	45.5	—
SASK.	29.5	—	21.0	19.4	26.6	35.7	—	—	26.2	30.3	35.5	47.5	—
ALTA.	28.9	—	23.9	27.0	27.7	33.9	—	—	21.3	28.1	31.5	37.1	—
B.C.	31.8	—	21.7	25.7	32.7	32.3	54.4	—	29.3	25.4	37.3	38.0	66.5
N.B.-F.	32.7	—	22.4	39.0	32.3	45.4	—	—	28.3	28.5	38.1	46.4	—
N.B.-E.	33.8	—	17.2	24.3	31.6	44.7	—	—	24.2	34.7	41.5	54.2	—
QUE.-F.	36.1	29.9	34.9	41.0	51.0	46.4	—	30.8	28.0	32.6	49.4	69.1	—
QUE.-E.	35.8	29.4	31.6	40.0	48.9	70.6	—	28.8	37.0	38.1	48.0	69.2	—

TABLE 31

Percentage who think they will probably or definitely continue their education after high school on a full-time basis, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	53.0	46.9	47.2	52.4	60.8	57.5	81.2	47.0	44.8	51.2	55.7	57.0	87.9
NFLD.	42.7	—	36.9	39.8	49.6	—	—	—	38.1	44.3	52.6	—	—
P.E.I.	45.3	—	33.1	44.5	43.9	57.7	—	—	34.4	58.7	42.6	64.1	—
N.S.	51.8	—	35.7	44.8	53.5	65.3	—	—	45.9	50.8	65.8	75.4	—
N.B.	51.0	—	34.3	48.9	50.7	62.9	—	—	42.3	51.9	60.0	64.5	—
QUE.	55.5	46.9	53.7	62.7	73.5	62.7	—	47.0	46.2	58.4	67.6	73.5	—
ONT.	50.3	—	44.2	44.9	52.6	54.5	80.8	—	41.8	46.4	47.4	47.8	87.5
MAN.	52.1	—	38.6	50.5	58.0	64.8	—	—	35.8	52.9	54.1	64.8	—
SASK.	53.2	—	43.3	44.5	51.4	59.4	—	—	51.0	51.3	56.8	67.9	—
ALTA.	54.1	—	47.0	52.9	55.3	60.2	—	—	49.7	53.3	52.8	60.8	—
B.C.	55.8	—	47.6	50.5	63.2	55.6	83.0	—	52.9	48.9	55.7	59.9	91.1
N.B.-F.	48.2	—	37.9	50.7	48.7	63.4	—	—	44.2	46.5	52.7	62.1	—
N.B.-E.	52.8	—	31.0	47.8	51.9	62.8	—	—	40.6	55.9	65.9	65.6	—
QUE.-F.	54.0	45.9	53.2	61.4	72.9	62.5	—	45.3	42.9	57.7	67.3	73.0	—
QUE.-E.	58.7	52.5	55.9	69.1	75.9	94.1	—	54.3	57.9	59.8	68.3	78.4	—

TABLE 32

Percentage who think they will probably or definitely continue their education after high school on a part-time basis, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	9.2	9.2	9.5	10.3	10.6	14.5	6.5	6.4	6.4	8.3	8.7	9.8	4.4
NFLD.	10.9	—	8.6	12.5	12.2	—	—	—	8.9	10.4	14.7	—	—
P.E.I.	7.0	—	6.4	5.3	9.7	12.4	—	—	6.8	5.0	7.4	9.8	—
N.S.	9.3	—	8.7	9.5	13.3	13.5	—	—	12.4	5.2	7.5	5.6	—
N.B.	7.9	—	8.6	8.9	12.2	10.4	—	—	5.3	5.1	6.2	9.1	—
QUE.	8.5	9.2	9.9	8.4	7.8	21.2	—	6.4	6.8	9.6	8.2	7.9	—
ONT.	9.9	—	9.3	13.3	12.7	15.2	6.6	—	6.3	8.3	9.0	10.4	3.9
MAN.	7.8	—	6.0	8.1	9.7	8.9	—	—	6.8	6.5	8.2	8.3	—
SASK.	7.7	—	8.5	8.6	10.2	9.7	—	—	3.7	7.0	8.1	6.5	—
ALTA.	8.4	—	8.2	9.6	7.9	11.8	—	—	5.1	5.8	9.0	9.1	—
B.C.	11.1	—	12.6	10.7	12.5	16.6	5.9	—	5.0	10.5	8.9	11.3	7.6
N.B.-F.	7.5	—	8.4	6.8	11.1	8.8	—	—	4.6	4.6	9.2	9.3	—
N.B.-E.	8.3	—	8.8	10.2	12.8	10.9	—	—	6.0	5.6	3.9	9.1	—
QUE.-F.	8.1	8.7	9.9	8.4	7.0	21.3	—	5.9	6.4	8.6	7.1	8.6	—
QUE.-E.	10.8	11.6	10.0	8.5	10.7	0.0	—	8.6	8.1	12.0	10.8	0.0	—

TABLE 33

Percentage who think they will probably or definitely not continue their education after high school, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	9.6	10.4	10.0	9.7	6.7	6.4	1.6	8.2	11.1	11.3	10.9	11.7	0.8
NFLD.	6.4	—	9.5	8.1	5.3	—	—	—	5.2	5.2	3.5	—	—
P.E.I.	8.6	—	14.4	12.1	8.3	2.4	—	—	7.1	5.0	11.0	5.8	—
N.S.	9.4	—	10.7	13.5	7.9	5.6	—	—	8.5	12.8	5.7	5.9	—
N.B.	8.8	—	13.3	10.5	6.9	4.2	—	—	8.2	10.1	8.7	5.8	—
QUE.	7.7	10.4	6.2	7.4	4.3	2.7	—	8.2	10.3	7.7	5.6	10.8	—
ONT.	11.8	—	13.0	11.0	9.0	6.7	1.8	—	14.5	15.9	17.1	15.3	0.9
MAN.	10.3	—	13.2	10.6	9.3	7.2	—	—	10.9	11.8	8.9	9.8	—
SASK.	8.0	—	10.9	13.5	9.5	3.4	—	—	8.6	6.1	6.1	4.0	—
ALTA.	9.6	—	12.7	10.3	9.2	7.6	—	—	5.3	12.2	9.7	9.4	—
B.C.	9.2	—	11.6	10.5	4.4	7.4	—	—	11.9	8.8	11.9	11.8	0.2
N.B.-F.	8.3	—	9.6	9.9	6.3	4.2	—	—	5.1	10.6	11.5	2.9	—
N.B.-E.	9.2	—	16.8	10.9	7.2	4.3	—	—	11.1	9.7	6.5	7.1	—
QUE.-F.	8.4	10.9	6.6	8.2	5.2	2.8	—	8.8	11.4	7.8	6.3	11.2	—
QUE.-E.	5.8	8.0	4.1	3.6	1.2	0.0	—	5.7	6.1	7.2	3.9	6.2	—

TABLE 34

Percentage who are undecided about their post-secondary education, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	18.0	11.4	18.5	18.1	17.0	17.9	9.1	13.7	21.7	19.9	19.6	18.6	6.2
NFLD.	28.6	—	29.0	30.0	27.5	—	—	—	28.2	31.4	25.1	—	—
P.E.I.	25.2	—	24.3	25.1	24.4	22.9	—	—	31.5	20.1	32.4	16.7	—
N.S.	21.7	—	30.1	23.5	22.1	14.7	—	—	20.6	24.5	15.8	11.8	—
N.B.	18.9	—	17.9	17.0	23.4	18.3	—	—	21.3	16.6	18.9	19.2	—
QUE.	12.8	11.4	13.6	11.2	9.6	7.8	—	13.7	16.4	14.6	13.5	4.6	—
ONT.	19.8	—	20.2	21.6	20.3	19.8	8.9	—	23.4	18.9	20.7	22.4	7.0
MAN	21.9	—	26.3	21.6	18.9	16.2	—	—	31.9	20.7	23.5	14.2	—
SASK.	24.2	—	26.2	24.9	22.6	24.0	—	—	26.6	22.1	25.7	20.6	—
ALTA.	20.8	—	17.8	20.0	21.4	17.1	—	—	26.7	22.6	23.7	17.2	—
B.C.	18.6	—	18.7	20.0	16.9	16.9	10.5	—	21.4	24.2	19.7	15.3	0.6
N.B.-F.	13.1	—	7.1	9.3	22.7	10.3	—	—	12.1	8.6	16.8	24.6	—
N.B.-E.	22.9	—	28.5	21.8	23.8	20.5	—	—	29.6	22.4	20.5	16.8	—
QUE.-F.	11.9	10.2	12.8	10.7	9.4	7.8	—	12.1	15.8	13.9	12.7	3.9	—
QUE.-E.	16.6	17.6	17.7	13.4	10.2	5.9	—	20.8	18.6	16.2	15.3	12.3	—

TABLE 35

Percentage who have not thought yet about their post-secondary education, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	9.5	21.5	13.6	8.6	4.3	3.4	0.9	23.3	14.7	8.5	4.6	2.5	0.3
NNFLD.	10.1	—	14.8	8.0	4.0	—	—	—	18.3	7.7	3.3	—	—
P.P.E.I.	13.0	—	20.9	11.7	13.6	4.5	—	—	18.5	10.7	6.0	3.5	—
N.S.	7.4	—	13.9	8.6	2.8	0.7	—	—	12.1	6.6	5.1	0.8	—
N.N.B.	12.7	—	24.7	13.8	6.9	3.8	—	—	22.4	15.7	5.8	1.0	—
QUE.	14.8	21.5	15.8	9.5	4.0	5.6	—	23.3	19.6	8.8	4.9	3.0	—
ONT.	7.2	—	11.1	8.7	5.0	3.6	0.9	—	12.2	9.4	5.4	2.5	0.3
MAN.	7.3	—	14.7	8.6	3.4	2.9	—	—	13.7	7.7	4.0	2.5	—
SASK.	6.2	—	10.4	7.4	5.9	3.1	—	—	9.7	6.4	2.9	0.9	—
ALTA.	6.5	—	13.4	6.6	4.8	2.7	—	—	11.9	5.9	4.6	2.8	—
B.C.	4.6	—	9.3	6.5	2.5	3.3	—	—	7.9	7.2	3.4	0.9	—
N.N.B.-F.	22.3	—	35.6	22.5	11.2	13.4	—	—	34.1	28.8	9.8	0.5	—
N.N.B.-E.	6.2	—	14.2	8.2	4.3	1.2	—	—	11.8	5.9	2.6	1.3	—
QUE.-F.	16.7	23.8	16.7	10.4	4.8	5.7	—	26.4	22.6	10.9	6.6	3.3	—
QUE.-E.	7.4	9.0	11.6	4.9	1.2	0.0	—	10.3	8.8	4.3	1.2	0.0	—

TABLE 36

If you **do** intend to continue your education after high school, is there any one thing that might make you change your mind?

	TOTAL*										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Nothing	28.2	32.0	23.8	27.0	28.4	34.7	24.3	24.0	23.5	23.7	25.4	30.5	26.9	34.8	33.4
If I am offered a job I like	14.4	13.1	10.5	10.3	13.7	16.0	13.7	13.8	11.1	11.5	16.2	16.5	11.7	17.8	10.3
If my grades are not good enough	15.7	15.4	15.7	17.0	15.6	9.2	20.8	18.4	19.8	19.1	16.3	12.9	17.5	7.9	14.1
If I do not have enough money	10.5	7.3	10.4	9.9	10.8	11.8	9.1	10.3	8.8	10.2	11.8	10.4	11.0	11.8	11.7
If I get married	3.4	2.4	3.9	3.7	3.4	1.7	3.6	3.3	6.3	4.9	5.6	2.8	3.9	1.3	3.4
If my parents feel I should get a job	3.4	4.7	4.9	3.2	2.6	5.4	2.7	2.3	1.7	1.7	1.3	3.3	2.2	5.8	3.8
Other	3.6	2.1	3.5	4.5	3.3	2.8	4.0	4.1	3.3	4.5	4.7	3.2	3.4	2.4	4.3
Don't know	10.4	12.2	12.6	13.8	11.9	8.5	10.9	12.5	14.3	12.5	9.7	11.4	12.2	8.1	9.8
Never thought about it	10.4	10.7	14.7	10.7	10.4	10.0	10.9	11.2	11.3	11.8	8.9	9.0	11.3	10.2	9.2

* Excluded from Table: Students who checked "I do not intend to continue my education after high school" and those who did not respond (1.9% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 37

If you **do** intend to continue your education after high school, is there any one thing that might make you change your mind?

	TOTAL (First year boys)*										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Nothing	28.5	31.0	17.2	18.6	24.4	34.5	25.8	21.6	19.6	25.1	24.9	29.3	19.5	35.0	32.1
If I am offered a job I like	17.1	18.2	13.5	17.4	17.0	19.5	15.4	13.4	13.4	14.5	20.3	18.7	15.3	20.7	13.4
If my grades are not good enough	12.8	9.3	12.7	9.5	11.0	8.0	18.1	12.1	18.0	16.3	15.5	9.3	12.7	7.7	9.9
If I do not have enough money	8.6	5.9	7.8	9.6	9.6	8.1	6.3	7.6	8.1	7.4	11.4	8.8	10.4	7.5	11.1
If I get married	1.5	2.7	1.6	1.6	2.9	2.2	1.1	0.2	0.8	1.0	1.3	2.7	3.1	2.2	2.3
If my parents feel I should get a job	4.6	8.3	9.5	4.6	3.7	5.4	4.9	4.2	2.7	3.8	2.5	3.7	3.8	5.6	3.6
Other	2.8	0.8	1.5	5.2	2.3	2.5	2.3	3.6	3.4	2.2	2.7	0.8	3.7	2.3	3.8
Don't know or never thought about it	24.3	23.9	36.1	33.6	29.1	19.8	26.0	37.3	34.1	29.8	21.4	26.6	31.6	19.0	23.9

* Excluded from Table: Students who checked "I do not intend to continue my education after high school" and those who did not respond (1.9% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 38

If you **do** intend to continue your education after high school, is there any one thing that might make you change your mind?

	TOTAL (Fourth year boys)*												N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
Nothing	24.9	29.9	28.4	29.7	29.5	35.9	22.0	27.9	29.6	24.2	25.8	28.4	29.8	35.7	36.4	
If I am offered a job I like	17.5	13.0	13.5	9.1	14.9	17.8	16.3	15.9	14.2	15.7	20.1	22.3	13.0	20.6	7.9	
If my grades are not good enough	20.4	24.2	20.0	24.1	18.3	13.8	23.4	23.8	21.4	20.9	16.8	18.0	18.4	12.6	18.3	
If I do not have enough money	12.0	4.9	9.4	11.5	11.3	17.0	10.7	12.7	7.8	11.8	13.2	14.6	10.5	16.4	19.3	
If I get married	1.9	2.6	1.7	1.2	1.7	0.5	1.9	0.9	2.3	1.4	2.9	4.5	0.9	0.5	0.7	
If my parents feel I should get a job	1.4	1.5	1.3	2.7	1.6	2.1	1.6	0.5	1.6	0.5	0.4	0.0	2.0	2.2	1.9	
Other	5.1	2.1	4.3	6.0	7.9	2.5	6.0	4.3	5.2	5.2	4.3	7.8	8.0	2.1	4.0	
Don't know or never thought about it	16.7	21.9	21.4	15.6	14.7	10.3	18.0	13.9	17.9	20.3	16.5	4.4	17.5	9.9	11.6	

* Excluded from Table: Students who checked "I do not intend to continue my education after high school" and those who did not respond (1.9% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 39A

If you **do** intend to continue your education after high school, is there any one thing that might make you change your mind?

	TOTAL (First year girls)*												N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
Nothing	27.5	34.6	26.3	28.9	30.3	37.2	23.9	21.3	23.5	21.6	24.9	33.6	27.2	38.7	31.0	
If I am offered a job I like	10.9	8.8	8.6	5.3	8.5	11.3	10.9	12.2	8.2	6.8	15.0	10.4	6.7	12.5	6.2	
If my grades are not good enough	13.3	10.0	14.5	12.6	11.5	6.3	16.8	17.4	15.7	16.7	13.6	12.1	10.9	5.4	10.1	
If I do not have enough money	10.1	10.6	9.3	8.7	10.9	10.4	9.3	10.0	7.1	10.5	9.8	8.8	13.0	10.1	12.0	
If I get married	4.5	1.8	6.2	8.0	4.6	1.9	4.6	4.1	9.9	8.0	10.0	4.2	5.0	1.0	5.4	
If my parents feel I should get a job	4.8	4.7	4.3	5.7	4.1	6.5	4.1	2.1	2.5	1.7	1.9	5.7	2.6	6.5	6.5	
Other	2.5	2.9	2.2	4.8	1.6	2.2	2.3	3.5	1.3	3.6	3.4	2.3	0.9	2.1	2.7	
Don't know or never thought about it	26.4	26.6	28.6	25.9	28.4	24.2	28.2	29.3	31.9	31.2	21.6	22.9	33.7	23.8	26.1	

* Excluded from Table: Students who checked "I do not intend to continue my education after high school" and those who did not respond (1.9% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 39B

If you **do** intend to continue your education after high school, is there any one thing that might make you change your mind?

	TOTAL (Fourth year girls)*										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
If you do intend to continue your education after high school, is there any one thing that you															
Nothing	26.5	41.0	32.1	46.5	27.7	37.4	22.7	29.2	25.7	24.6	27.3	25.7	28.6	38.0	35.8
If I am offered a job I like	11.2	8.5	6.3	3.5	9.3	13.6	11.2	11.1	10.3	11.2	13.4	14.2	7.2	16.8	6.1
If my grades are not good enough	20.6	22.6	19.6	16.5	20.7	12.0	22.9	21.0	19.8	20.2	19.4	13.8	23.7	7.4	22.4
If I do not have enough money	10.0	10.0	8.5	8.1	11.8	12.6	7.9	11.7	8.3	12.8	12.0	12.9	11.3	12.3	13.1
If I get married	7.4	3.5	4.1	5.8	6.0	1.7	6.5	5.4	14.8	6.7	8.6	6.8	5.7	0.9	3.7
If my parents feel I should get a job	1.1	2.7	2.2	1.6	2.2	7.0	1.3	1.4	0.5	1.0	0.6	4.2	1.3	8.3	3.9
Don't know or Never thought about it	18.0	9.6	24.6	15.3	18.5	13.6	22.2	15.2	17.6	18.9	12.6	16.9	19.3	15.0	10.1
Other	5.2	2.2	2.6	2.6	3.7	2.3	5.3	5.0	3.0	4.7	6.2	5.5	2.9	1.2	4.7

*Excluded from Table: Students who checked "I do not intend to continue my education after high school" and those who did not respond (1.9% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 40

If you **do not** intend to continue your education after high school, or if you are undecided, is there any one thing that might make you change your mind?

	TOTAL*															
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
Nothing	8.1	6.6	7.1	6.8	7.1	10.8	7.2	5.5	7.0	6.8	5.7	8.2	6.3	11.2	9.8	
If I could get enough money	11.7	11.3	9.1	10.2	13.0	15.6	8.8	9.9	8.4	9.6	11.7	16.2	10.2	15.7	15.5	
Parents insist	7.9	11.0	11.1	8.1	6.7	12.1	5.6	7.4	6.6	5.3	3.9	7.9	5.6	12.8	7.8	
If I do not get a job	4.0	3.3	4.5	3.8	3.7	4.3	3.6	3.0	3.4	4.2	5.2	3.8	3.7	4.5	4.3	
If I need more education	36.4	37.3	30.0	38.2	33.5	27.6	42.6	41.3	33.7	36.0	43.9	26.5	39.1	26.7	32.3	
If I find a job I don't like	3.1	2.1	2.6	3.3	3.5	2.1	3.9	3.1	3.5	3.5	3.1	2.8	4.0	2.0	2.7	
Other	5.4	2.4	4.2	4.3	4.9	3.5	6.4	5.6	6.6	8.0	6.9	4.2	5.4	3.2	5.5	
Don't know	11.9	15.2	12.7	14.0	15.0	11.0	10.7	13.7	19.0	14.2	11.2	17.5	12.8	10.9	11.2	
Never thought about it	11.5	10.8	18.4	11.3	12.7	12.8	11.1	10.5	11.7	12.5	8.3	12.8	12.9	13.1	10.9	

*Excluded from Table: Students who checked "I intend to continue my education after high school" and those who did not respond (2.2% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 41A

If you do not intend to continue your education after high school, or if you are undecided, is there any one thing that might make you change your mind?

	TOTAL (First year boys)*										N.B.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.
Nothing	8.6	8.0	11.9	9.5	10.0	15.2	7.0	4.6	10.9	4.3	10.3	12.0	8.1
If I could get enough money	9.9	13.2	6.7	5.4	11.2	15.2	8.1	8.7	7.3	7.2	9.8	10.9	11.6
If my parents insist	9.8	13.7	11.3	5.9	9.4	14.2	8.3	13.1	8.0	9.7	8.6	9.4	9.5
Job related reason	40.4	39.5	31.4	40.2	32.2	30.1	46.6	35.3	30.8	38.1	46.7	26.0	38.2
Other	4.7	0.7	5.3	3.8	5.4	3.1	5.1	3.3	6.4	4.3	8.1	4.0	6.8
Don't know or Never thought about it	26.6	24.9	33.4	35.3	31.7	22.2	24.9	35.1	36.6	36.4	16.5	37.8	25.9

*Excluded from Table: Students who checked "I intend to continue my education after high school" and those who did not respond (2.2% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 41B

If you do not intend to continue your education after high school, or if you are undecided, is there any one thing that might make you change your mind?

	TOTAL (Fourth year boys)*										N.B.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.
Nothing	5.5	6.0	4.0	4.6	3.4	7.7	5.4	7.0	4.7	5.2	5.6	4.4	3.0
If I could get enough money	15.8	12.1	9.3	8.7	16.5	23.6	13.7	17.6	11.7	13.2	21.1	22.2	14.6
If my parents insist	3.4	2.8	3.5	3.0	3.9	9.0	3.7	4.5	4.0	3.3	3.2	10.3	1.8
Job related reason	51.4	50.5	52.0	52.9	55.9	42.4	51.4	45.3	51.9	46.7	52.8	56.6	55.7
Other	7.1	4.0	9.7	20.8	4.7	3.1	8.2	7.2	8.1	7.6	5.0	0.0	6.3
Don't know or Never thought about it	16.7	24.5	21.6	9.8	15.6	14.1	17.5	18.4	19.5	24.1	12.2	6.4	18.6

*Excluded from Table: Students who checked "I intend to continue my education after high school" and those who did not respond (2.2% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 42A

If you do not intend to continue your education after high school or if you are undecided, is there any one thing that might make you change your mind?

	TOTAL (First year girls)*										N.B.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.
Nothing	9.0	5.2	4.2	7.6	8.8	9.7	9.8	3.7	5.1	4.2	7.1	8.0	9.4
If I could get enough money	10.1	11.6	10.5	17.4	12.8	15.8	6.5	9.8	5.6	9.4	11.4	19.1	7.7
If my parents insist	10.2	16.9	17.5	11.7	9.7	17.5	8.2	8.1	9.9	5.4	3.7	14.2	6.1
Job related reason	37.4	33.9	31.0	35.4	26.9	23.3	43.8	43.2	34.2	41.1	39.2	20.6	31.9
Other	3.0	1.3	1.8	3.3	3.9	3.0	3.4	3.7	4.6	3.2	4.8	4.4	3.6
Don't know or Never thought about it	30.3	31.1	35.1	24.6	37.9	30.6	28.3	31.5	40.6	36.7	33.7	33.7	41.3

*Excluded from Table: Students who checked "I do not intend to continue my education after high school" and those who did not respond (9.7% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 42 B

If you do **not intend** to continue your education after high school, or if you are undecided, is there any one thing that might make you change your mind?

	TOTAL (Fourth year girls)*										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Nothing	5.8	3.7	9.3	6.9	5.9	5.4	5.8	6.6	3.4	7.2	3.6	6.0	5.8	6.2	3.3
If I could get enough money	11.0	11.8	14.1	5.1	12.9	23.6	9.9	15.0	11.7	9.9	13.1	14.9	11.7	23.4	24.1
If my parents insist	2.3	4.1	5.7	8.4	1.8	7.0	1.3	4.6	1.7	2.9	0.8	1.2	2.2	8.3	3.3
Job related reason	56.4	54.1	48.0	51.6	50.5	40.4	59.0	50.2	46.4	50.0	61.8	44.8	53.9	38.4	45.9
Other	9.5	4.0	2.7	9.0	7.5	5.7	9.5	8.3	14.5	11.0	8.7	8.9	6.7	5.3	7.0
Don't know or Never thought about it	15.0	22.2	20.2	19.1	21.3	17.8	14.4	15.3	22.4	19.1	12.1	24.1	19.7	18.3	16.3

*Excluded from Table: Students who checked "I do not intend to continue my education after high school" and those who did not respond (9.7% in total sample).
 Excludes for minor rounding errors, each column in this table presents a 100% total.

TABLE 43

What kind of school do you think you will attend after high school?

	TOTAL*										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Business college	9.1	6.6	8.5	11.7	11.1	10.4	7.2	7.9	9.4	9.5	9.9	15.8	8.0	10.9	8.0
Agricultural college or institute	2.1	1.2	3.6	1.5	1.7	1.5	2.5	1.6	4.8	3.2	1.3	1.1	2.1	1.6	1.3
Teacher's college or normal school	7.3	5.2	6.0	8.7	9.1	8.9	9.1	7.1	5.4	1.6	2.3	10.9	7.8	9.0	8.6
Nursing school	8.4	9.4	13.9	10.5	11.2	10.1	6.4	7.9	9.7	7.8	6.9	12.9	9.9	10.8	6.8
Institute of technology	8.6	6.1	1.5	5.3	8.3	9.0	8.3	11.1	5.4	10.7	9.0	5.9	9.8	10.7	4.2
College or university	34.3	38.8	36.6	32.0	25.5	26.7	36.1	39.7	35.5	42.6	44.6	17.4	30.9	21.3	45.3
Other	9.1	9.2	6.2	10.3	8.8	10.2	8.2	5.4	8.6	7.0	10.8	8.8	9.0	11.0	8.0
Undecided	15.5	17.5	17.1	15.9	16.3	15.3	16.9	15.5	17.7	14.1	12.4	14.9	17.4	15.8	13.4
Never thought about it	5.6	5.9	6.6	4.1	8.0	7.9	5.2	3.8	3.4	3.5	2.6	12.2	5.1	8.9	4.4

*Excluded from Table: Students who checked "I do not intend to continue my education after high school" and those who did not respond (9.7% in total sample).
 Excludes for minor rounding errors, each column in this table presents a 100% total.

TABLE 44 A
What kind of school do you think you will attend after high school?

	TOTAL (First year boys) *										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
College or university	35.7	43.0	39.9	33.4	22.7	31.8	35.8	37.2	36.9	42.8	49.9	17.9	27.7	27.7	51.9
Institute of technology	11.2	4.1	1.9	5.7	6.4	9.8	11.1	9.8	5.7	8.7	5.7	5.9	7.0	11.3	2.9
Business college	5.9	4.6	5.3	4.0	10.3	8.0	4.4	4.3	2.3	1.7	5.9	16.0	4.5	8.3	6.9
Teacher's college	4.2	4.3	1.7	4.3	2.6	5.9	3.5	4.4	3.6	2.7	0.8	2.9	2.2	6.4	3.6
Agricultural college	3.9	1.0	6.8	2.6	3.9	4.3	5.1	4.6	12.3	9.9	1.9	2.3	5.6	4.9	1.5
Other	10.8	9.0	11.7	14.5	14.8	12.2	9.0	7.2	10.9	9.4	11.9	12.3	17.4	12.6	9.5
Undecided and Never thought about it	28.4	34.0	32.8	35.4	39.1	28.0	31.2	32.4	28.3	24.7	23.8	42.6	35.7	28.9	23.6

*Excluded from Table: Students who checked "I do not intend to continue my education after high school" and those who did not respond (0.7% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 44 B
What kind of school do you think you will attend after high school?

	TOTAL (Fourth year boys)*										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
College or university	45.8	50.0	52.8	60.2	47.6	42.4	44.7	61.2	40.3	50.5	47.3	43.4	48.8	33.3	74.0
Institute of technology	17.5	17.8	1.9	12.5	14.1	16.1	19.4	13.8	17.4	24.5	15.7	4.6	16.8	19.1	5.9
Business college	5.6	1.5	3.4	3.4	6.0	6.6	3.9	3.9	5.7	4.5	3.3	13.3	4.0	7.9	2.3
Teachers college	2.5	2.2	4.5	2.7	6.0	7.8	2.4	3.6	4.1	0.7	1.1	13.4	3.9	8.8	4.6
Agricultural college	3.0	1.6	10.2	1.9	1.1	1.1	3.5	2.3	7.7	3.9	1.7	0.0	1.4	1.1	1.2
Other	9.6	11.4	6.1	5.9	9.2	11.5	7.5	3.1	9.8	5.1	14.6	4.7	10.4	13.4	4.7
Undecided or Never thought about it	16.0	15.5	21.1	13.4	16.0	14.4	18.6	12.1	14.9	10.8	16.4	20.6	14.7	16.5	7.2

*Excluded from Table: Students who checked "I do not intend to continue my education after high school" and those who did not respond (0.7% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 45A

What kind of school do you think you will attend after high school?

	TOTAL (First year girls)*										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
College or university	23.4	29.3	25.8	24.8	12.4	14.1	22.4	23.2	28.7	35.7	43.7	9.5	15.3	9.9	30.8
Business college	11.9	5.3	8.6	16.4	10.8	11.1	10.7	10.5	10.2	9.5	8.7	10.2	11.5	11.6	9.2
Teacher's college	10.8	10.2	11.8	11.6	15.2	12.8	14.1	11.6	8.9	3.9	3.2	12.6	17.6	12.5	14.2
Nursing school	18.7	19.9	24.1	18.5	20.0	23.0	15.5	16.6	20.9	19.6	13.2	24.1	16.0	25.7	12.2
Other	9.5	6.3	5.3	10.4	6.4	10.1	10.2	8.9	6.2	7.9	8.9	6.9	6.0	10.6	8.1
Undecided or Never thought about it	25.7	28.1	24.4	19.2	35.1	29.0	27.0	29.1	25.1	23.3	22.2	36.7	33.6	29.8	25.5

*Excluded from Table: Students who checked "I do not intend to continue my education after high school", and those who did not respond (0.7% in total sample).

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 45B

What kind of school do you think you will attend after high school?

	TOTAL (Fourth year girls)*										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
College or university	31.8	37.5	36.5	23.3	21.0	18.7	27.6	35.8	30.5	39.2	37.5	11.6	25.2	8.6	41.1
Business college	13.4	17.7	14.1	16.9	13.4	16.3	10.4	11.2	18.9	13.4	16.7	18.5	11.1	17.2	14.6
Teacher's college	8.9	5.4	5.6	21.0	14.5	14.9	13.0	14.7	8.9	1.3	2.2	22.2	11.1	15.9	12.8
Nursing school	15.9	17.7	25.9	25.8	24.8	23.2	13.3	15.9	16.2	18.2	14.1	21.2	26.4	28.9	10.6
Other	15.3	10.4	5.6	9.8	16.5	10.4	15.2	11.5	10.2	16.4	17.8	16.1	16.7	11.2	8.8
Undecided or Never thought about it	14.6	11.3	12.4	3.3	9.7	16.3	20.4	10.9	14.1	11.6	11.7	10.3	9.4	18.2	12.1

*Excluded from Table: Students who checked "I do not intend to continue my education after high school", and those who did not respond (0.7% in total sample).

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 46

Do your parents want you to continue your education after high school on a **full-time basis**, a **part-time basis** or **not at all**?

	TOTAL										N.B.			QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	E.C.	FR.	ENG.	FR.	ENG.
On a full-time basis	55.3	51.0	55.2	57.6	54.7	56.9	53.3	55.2	55.7	54.3	57.2	54.2	54.6	55.8	59.1
On a part-time basis	7.6	11.3	4.9	6.9	7.5	8.2	7.0	6.2	7.1	6.9	7.6	9.1	6.6	8.3	8.6
Not at all	4.8	3.1	3.0	2.8	3.9	4.8	5.8	4.3	2.5	4.0	5.0	4.4	3.7	5.1	4.0
Don't know parents' wishes	31.0	33.0	35.6	31.1	32.7	29.2	32.1	33.2	33.5	33.4	28.7	31.6	33.7	30.1	27.0
No answer	1.3	1.5	1.3	1.5	1.2	0.8	1.7	1.2	1.3	1.3	1.6	0.7	1.5	0.7	1.2

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 47 A

Do your parents want you to continue your education after high school on a **full-time basis**, on a **part time basis**, or **not at all**?

	TOTAL (First year boys)										N.B.			QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
On a full-time basis	48.5	40.2	44.5	41.4	40.6	49.6	45.4	40.8	42.3	43.2	51.9	5.0	36.3	49.0	53.1
On a part-time basis	7.8	10.7	3.3	6.6	9.2	8.6	6.4	3.7	8.0	6.0	5.9	10.9	7.5	8.9	7.1
Not at all	4.8	6.0	6.9	2.7	5.0	6.9	5.3	4.3	2.4	5.1	5.4	3.9	6.0	7.5	3.8
Don't know parents' wishes	37.4	42.5	43.6	47.1	43.4	34.2	40.7	49.1	45.2	42.3	35.3	39.2	47.5	34.1	34.7
No answer	1.6	0.6	1.8	2.2	1.8	0.6	2.2	2.0	2.1	3.5	1.6	1.0	2.7	0.5	1.3

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 47 B

Do your parents want you to continue your education after high school on a **full-time basis**, on a **part-time basis**, or **not at all**?

	TOTAL (Fourth year boys)										N.B.			QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
On a full-time basis	63.4	64.6	68.0	71.3	65.5	72.9	61.9	69.7	65.0	64.5	60.8	59.8	67.1	71.7	77.6
On a part-time basis	8.7	10.8	7.9	4.8	8.0	7.1	9.2	5.9	9.3	5.4	9.1	12.6	6.7	6.3	10.0
Not at all	3.1	1.4	0.6	2.0	2.4	1.7	3.0	3.0	1.1	2.5	4.4	1.7	2.6	2.0	0.7
Don't know parents' wishes	23.7	21.1	21.7	20.4	23.3	17.6	24.8	20.9	23.9	25.9	24.5	25.9	22.6	19.5	10.6
No answer	1.1	2.1	1.9	1.6	0.8	0.7	1.1	0.5	0.7	1.6	1.2	0.0	1.0	0.5	1.1

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 48 A

Do your parents want you to continue your education after high school on a **full-time basis**, on a **part-time basis**, or **not at all**?

	TOTAL (First year girls)										N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	ENG.
On a full-time basis	46.3	45.0	45.2	49.1	44.7	48.6	42.0	38.8	48.0	46.3	49.9	47.4	42.2	49.0
On a part-time basis	6.1	12.7	2.8	8.1	7.7	7.8	4.6	8.0	4.7	5.2	5.2	9.6	6.0	7.7
Not at all	5.1	2.5	2.7	2.6	1.7	4.5	6.2	4.4	3.4	2.8	4.6	1.7	1.7	4.7
Don't know parents' wishes	41.0	38.5	48.8	39.2	45.0	38.1	44.8	47.7	42.3	43.8	39.4	41.3	48.4	37.6
No answer	1.5	1.2	0.5	1.0	0.9	1.0	2.3	1.0	1.6	1.0	0.9	0.0	1.6	0.7

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 48 B

Do your parents want you to continue your education after high school on a **full-time basis**, on a **part-time basis**, or **not at all**?

	TOTAL (Fourth year girls)										N.B.		QUE.	
	CAN.	NFLD.	P.E.I.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	ENG.
On a full-time basis	60.8	62.6	78.0	75.0	70.9	69.2	52.8	70.9	70.8	63.4	61.5	72.7	70.2	68.9
On a part-time basis	9.4	13.4	6.7	8.1	7.0	11.8	10.9	6.0	6.3	9.2	9.6	6.5	7.3	12.0
Not at all	7.7	1.8	1.8	4.1	4.6	4.6	10.9	4.8	2.3	6.5	6.9	5.4	4.3	5.0
Don't know parents' wishes	20.9	19.4	12.5	10.7	16.7	14.2	24.5	17.6	19.2	20.4	20.0	15.4	17.3	14.1
No answer	1.2	2.8	0.9	2.2	0.7	0.2	1.0	0.8	1.3	0.6	2.1	0.0	1.0	0.6

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 49

If your parents want you to continue your education after high school, what kind of school do you think they would like to see you attend?

	TOTAL*										N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	ENG.
Business college	11.8	7.7	10.1	13.5	14.6	12.4	11.8	9.8	10.2	10.8	12.2	19.6	11.6	13.0
Agricultural college	2.3	1.8	3.3	2.3	1.9	1.9	2.6	2.5	5.6	3.7	0.9	1.8	2.0	2.1
Teacher's college	8.4	6.4	5.7	10.1	11.1	10.6	10.3	8.1	6.4	2.2	2.2	14.4	8.9	11.0
Nursing school	9.4	10.3	18.2	11.9	13.5	11.5	7.2	8.7	11.8	8.2	7.6	14.0	13.1	12.4
Institute of technology	9.0	6.9	1.1	4.6	8.6	10.0	9.4	10.0	4.6	9.0	8.4	6.7	9.7	11.9
College or university	43.4	52.9	48.5	42.5	33.4	33.4	45.1	50.2	47.4	55.0	54.5	22.3	40.1	27.1
Other	8.1	6.9	5.7	8.8	8.0	10.4	6.5	4.7	6.9	5.4	8.9	8.7	7.8	11.6
No school in particular	7.5	6.9	7.3	6.3	8.9	9.8	7.0	5.9	7.0	5.7	5.2	12.3	6.8	10.8
Don't know parent's wishes	**	0.1	0.0	**	0.0	**	0.1	0.1	0.0	0.0	0.1	0.0	0.0	0.0

*Excluded from Table: Those who checked "My parents do not want me to continue my education after high school" and those who did not respond (0.9% in total sample).

**Less than 0.1%.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 50 A

If your parents want you to continue your education after high school, what kind of school do you think they would like to see you attend?

	TOTAL (First year boys)*										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
College or university	49.0	63.9	61.3	53.4	38.8	39.0	52.1	52.0	51.0	57.9	63.8	32.0	45.7	34.8	62.0
Institute of technology	12.9	6.4	1.8	4.0	10.2	12.7	14.0	12.8	5.8	10.1	7.4	11.3	9.1	14.3	4.1
Business college	9.0	6.7	8.0	9.1	11.6	10.2	7.0	6.9	6.8	4.8	9.0	14.4	8.8	10.3	9.7
Teacher's college	4.6	7.7	2.0	3.1	4.8	7.1	4.6	5.3	3.4	2.6	0.5	5.8	3.9	7.6	4.5
Agricultural college	4.6	1.1	7.6	5.2	5.1	6.1	6.1	7.4	14.2	10.8	0.7	5.4	4.8	6.6	3.4
Other	11.5	5.6	8.4	16.9	17.7	13.6	8.3	7.8	11.9	8.5	13.2	15.9	19.5	14.2	10.5
No school in particular	8.3	8.5	10.9	8.3	11.7	11.2	7.9	7.8	6.9	4.9	5.5	15.1	8.3	12.2	5.8

*Excluded from Table: Those who checked "My parents do not want me to continue my education after high school" and those who did not respond (0.9% in total sample)
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 50 B

If your parents want you to continue your education after high school, what kind of school do you think they would like to see you attend?

	TOTAL (Fourth year boys)*														
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
College or university	57.8	59.4	63.4	72.5	57.5	49.9	56.1	71.0	56.7	66.4	58.5	53.7	58.5	41.1	79.5
Institute of technology	16.6	17.7	3.3	7.3	13.0	17.3	21.3	11.5	11.9	16.5	16.1	2.0	16.0	20.9	5.4
Business college	6.1	2.7	4.0	2.5	7.4	7.6	5.7	3.2	5.5	3.6	4.6	13.0	5.9	9.3	1.9
Teacher's college	2.8	3.6	8.4	0.9	5.8	7.9	2.8	4.3	4.6	—	1.0	11.9	4.2	9.0	4.4
Agricultural college	2.7	3.2	11.5	4.3	1.3	1.3	2.4	2.1	9.0	3.9	1.4	0.0	1.7	1.2	1.5
Other	7.9	10.1	4.7	5.8	9.6	8.6	6.2	3.8	8.0	3.6	11.8	12.5	8.9	10.3	3.1
No school in particular	6.0	3.3	4.8	6.7	5.3	7.3	5.5	4.0	4.2	6.1	6.6	6.9	4.9	8.2	4.2

*Excluded from Table: Those who checked "My parents do not want me to continue my education after high school" and those who did not respond (0.9% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 51A

If your parents want you to continue your education after high school, what kind of school do you think they would like to see you attend?

	TOTAL (First year girls)*											N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
College or university	30.8	46.1	33.3	27.1	17.2	19.3	29.5	33.4	39.1	47.2	57.8	15.2	18.8	13.7	40.1
Business college	16.8	8.5	13.1	19.6	17.6	11.7	20.9	15.5	11.4	9.5	12.5	14.0	20.3	11.4	12.8
Teacher's college	12.6	10.1	8.6	16.0	21.6	18.1	16.0	13.8	7.2	5.6	2.3	24.7	19.1	17.9	19.0
Nursing school	22.4	21.7	32.1	21.9	24.5	28.7	17.6	20.7	25.9	21.6	15.3	26.0	23.4	32.5	13.9
Other	9.1	3.9	5.2	9.6	7.1	12.6	9.6	10.1	5.8	8.4	6.9	5.9	8.1	13.9	7.9
No school in particular	8.2	9.7	7.7	5.8	12.0	9.6	6.3	6.5	10.7	7.7	5.2	14.3	10.2	10.5	6.2

*Excluded from Table: Those who checked "My parents do not want me to continue my education after high school" and those who did not respond (0.9% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 51B

If your parents want you to continue your education after high school, what kind of school do you think they would like to see you attend?

	TOTAL (Fourth year girls)*											N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
College or university	39.0	43.6	40.4	28.0	23.8	19.9	35.0	42.0	39.7	48.7	44.8	14.4	27.7	8.5	45.3
Business college	15.7	15.6	10.5	17.4	15.3	21.2	15.1	10.3	16.1	14.2	18.8	15.0	15.4	23.9	15.2
Teacher's college	10.7	5.5	6.9	22.7	13.6	17.6	15.6	14.9	10.8	2.8	3.2	21.5	10.3	18.9	14.8
Nursing school	16.5	20.4	31.4	23.4	25.5	24.6	13.9	18.1	18.2	17.0	15.4	17.7	28.8	30.9	10.5
Other	10.2	7.3	4.4	6.8	10.8	6.7	11.1	7.6	7.3	11.4	15.2	12.3	10.2	6.7	6.7
No school in particular	7.8	7.4	6.4	1.6	11.0	10.0	9.2	7.1	7.9	5.8	6.9	19.0	7.6	11.1	7.5

*Excluded from Table: Those who checked "My parents do not want me to continue my education after high school" and those who did not respond (0.9% in total sample).
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 52

Among your friends in school, how many are planning to continue their education full-time or part-time after high school?

	TOTAL												N.B.		QUE.	
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
All of them	5.4	3.6	2.3	3.8	4.2	5.2	5.6	5.7	4.2	4.3	7.7	3.5	4.7	4.2	8.7	
Most of them	32.8	28.6	26.7	30.2	30.5	34.9	30.6	31.6	31.8	31.3	36.3	30.8	29.9	34.3	36.3	
About half of them	11.0	9.9	13.1	12.9	9.7	10.5	9.7	10.6	12.6	13.2	13.6	8.7	10.2	10.3	11.1	
A few of them	15.3	14.1	12.6	15.1	17.0	14.1	16.5	16.4	12.6	15.4	15.6	19.6	15.4	15.0	11.6	
None of them	1.7	0.6	0.8	0.7	0.9	1.4	2.3	1.6	0.5	1.3	2.2	0.9	1.0	1.6	1.2	
Don't know	33.5	42.7	44.4	36.6	37.2	33.6	34.8	33.7	37.9	34.1	24.3	35.9	38.4	34.4	30.6	
No answer	0.4	0.5	0.1	0.7	0.4	0.3	0.4	0.4	0.5	0.5	0.3	0.6	0.3	0.3	0.4	

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 53

Percentage who say that all or most of their friends in school are planning to continue their education after high school, by sex and grade.

	TOTAL				BOYS					GIRLS				
	8	9	10	11	12	13	8	9	10	11	12	13		
CAN.	31.2	27.9	32.8	41.6	43.5	67.1	34.8	32.8	37.2	45.1	51.4	81.6		
NFLD.	—	20.5	28.9	47.6	—	—	—	21.6	33.5	54.6	—	—		
P.E.I.	29.0	22.0	20.0	26.2	43.3	—	—	20.8	35.9	31.3	53.8	—		
N.S.	34.0	14.6	24.6	29.5	42.2	—	—	28.5	35.4	53.2	68.4	—		
N.B.	34.7	19.1	30.8	33.3	47.9	—	—	25.4	33.4	42.8	55.8	—		
QUE.	40.1	36.4	39.3	53.7	45.3	—	34.8	41.5	42.5	54.7	59.0	—		
ONT.	36.2	22.9	28.3	31.6	40.0	67.5	—	28.3	34.9	37.4	43.0	82.3		
MAN.	37.3	20.1	33.5	40.9	46.5	—	—	25.1	36.8	44.6	54.4	—		
SASK.	36.0	22.1	27.1	33.1	42.4	—	—	32.0	39.9	41.1	58.1	—		
ALTA.	35.6	23.2	28.7	33.0	45.9	—	—	28.2	32.2	41.7	52.5	—		
B.C.	44.0	28.0	33.9	46.9	46.5	64.9	—	34.1	38.9	48.4	58.3	76.8		
N.B.-F.	34.3	26.2	40.1	27.8	54.4	—	—	31.0	30.2	35.4	54.9	—		
N.B.-E.	34.6	12.2	24.9	36.6	46.1	—	—	20.4	35.7	48.7	56.2	—		
QUE.-F.	38.5	37.3	40.3	50.5	40.0	—	35.8	37.1	35.4	46.1	57.6	—		
QUE.-E.	45.0	37.9	46.0	62.0	75.4	—	30.6	40.2	50.8	58.7	63.9	—		

TABLE 54

Percentage who don't know the plans of their friends, by sex and grade.

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	33.5	37.6	47.3	37.8	29.2	20.9	13.4	40.7	43.0	33.9	24.3	15.2	5.1
Nfld.	42.7	—	57.3	42.9	25.0	—	—	—	56.4	41.3	21.0	—	—
P.E.I.	44.4	—	57.1	52.8	37.9	20.6	—	—	52.6	40.6	35.8	24.2	—
N.S.	36.6	—	54.8	42.2	36.7	21.4	—	—	43.0	40.8	19.6	6.7	—
N.B.	37.2	—	53.2	41.6	34.8	21.5	—	—	48.3	39.6	26.4	21.4	—
QUE.	33.6	37.6	37.2	31.8	20.7	16.9	—	40.7	37.0	32.5	22.2	13.1	—
ONT.	34.8	—	52.4	41.5	38.0	22.5	12.8	—	46.5	35.7	30.8	19.1	5.7
MAN.	33.7	—	60.2	38.6	27.6	21.3	—	—	49.2	33.4	22.5	13.6	—
SASK.	37.9	—	56.8	46.2	37.4	23.2	—	—	48.5	35.2	28.8	15.7	—
ALTA.	34.1	—	57.0	41.7	32.7	21.8	—	—	50.5	33.7	21.6	15.0	—
B.C.	24.3	—	48.1	36.2	24.3	18.3	17.0	—	33.0	26.0	16.5	9.1	—
N.B.-F.	35.9	—	47.1	29.0	31.6	17.1	—	—	41.8	40.2	31.4	29.2	0.6
N.B.-E.	38.4	—	59.2	49.7	36.7	22.7	—	—	54.2	39.1	22.3	17.9	—
QUE.-F.	34.4	42.7	40.3	35.1	27.9	19.5	—	41.1	42.1	41.1	29.3	12.9	—
QUE.-E.	30.6	50.5	42.1	33.0	17.1	10.7	—	50.1	36.3	20.9	14.4	13.7	—

TABLE 55

If you had your choice, what type of work or occupation would you like to have most as a career?*

	TOTAL										N.B.			QUE.	
	CAN.	Nfld.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	F.R.	ENG.	FR.	ENG.
Managerial	0.3	—	0.1	0.3	0.3	0.6	0.2	0.2	0.2	0.1	0.1	0.5	0.2	0.8	0.2
Professional and Technical	38.9	35.6	38.7	39.3	33.5	33.8	42.2	41.2	39.8	39.8	44.1	27.5	37.5	30.7	44.0
Clerical and Sales	7.2	6.0	7.3	8.1	9.5	6.2	8.3	7.5	6.4	7.0	7.2	10.9	8.7	6.3	5.2
Service and Recreation	10.1	12.0	9.4	13.7	11.1	9.9	9.4	9.5	9.5	12.1	10.5	7.2	13.7	10.2	8.2
Transport and Communication	1.9	2.2	0.8	1.9	1.1	2.6	1.5	2.1	1.3	1.5	1.7	1.1	1.1	2.7	1.7
Farmers and Farm Workers	1.2	0.2	2.8	0.6	0.5	0.8	0.8	2.0	4.5	3.2	1.2	0.2	0.5	0.9	0.2
Loggers, Fishermen, Miners, etc.	0.3	0.3	—	0.5	0.5	0.2	0.3	0.3	0.3	0.6	0.5	0.3	0.6	0.2	0.1
Craftsmen and Production Process Workers	5.4	5.7	3.1	4.9	6.3	5.4	6.2	3.6	4.3	3.7	5.4	5.5	7.0	6.0	5.6
Labourers	—	0.0	—	0.0	0.0	0.1	0.0	0.1	0.0	0.1	—	0.0	0.0	0.1	0.1
Industry mentioned, but no occupation	5.8	6.1	2.7	5.9	5.4	6.4	6.0	5.6	4.1	5.1	4.8	3.1	7.2	6.2	7.0
No answer or Don't Know	28.8	31.9	35.2	24.8	31.8	34.1	25.1	28.0	29.6	26.9	24.7	43.7	23.6	35.9	27.6

* The student was asked to write down his response which was coded by a research staff using the Occupational Classification Manual of the Dominion of Statistics (1961). Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 56

If you had your choice, what type of work or occupation would you like to have most as a career?

	TOTAL*										N.E.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Managerial	0.5	—	0.1	0.4	0.5	1.0	0.3	0.3	0.2	0.2	0.2	0.9	0.2	1.2	0.3
Professional and Technical	54.7	52.3	59.6	52.3	49.1	51.3	56.4	57.3	56.6	54.4	58.5	48.9	49.1	47.9	60.8
Clerical and Sales	10.2	8.8	11.2	10.8	14.0	9.4	11.1	10.4	9.1	9.6	9.6	19.3	11.3	9.8	7.2
Service and Recreation	14.2	17.6	14.4	18.3	16.2	15.0	12.5	13.1	13.5	16.6	13.9	12.9	17.9	16.0	11.3
Transport and Communication	2.7	3.2	1.3	2.5	1.7	3.9	2.1	2.9	1.9	2.1	2.2	1.9	1.5	4.3	2.4
Farmers and Farm Workers	1.7	0.3	4.4	0.8	0.7	1.2	1.1	2.7	6.3	4.3	1.5	0.4	0.7	1.4	0.3
Loggers, Fishermen, Miners, etc.	0.4	0.5	0.1	0.7	0.7	0.2	0.2	0.4	0.4	0.8	0.7	0.5	0.8	0.3	0.2
Craftsmen and Production Process Workers	7.6	8.4	4.8	6.5	9.2	8.2	8.3	5.0	6.1	5.0	7.1	9.8	9.1	9.3	7.7
Labourers	0.1	0.0	0.1	0.0	0.0	0.2	0.0	0.1	0.0	0.1	—	0.0	0.0	0.2	0.1
Industry mentioned, but no occupation	8.1	8.9	4.1	7.8	7.9	9.6	8.0	7.7	5.8	6.9	6.3	5.4	9.4	9.7	9.6

*The students who expressed no occupational preference are not included in this table.
 Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 57

If you had your choice, what type of work or occupation would you like to have most as a career?

	TOTAL (First year boys)*										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Managerial	0.6	0.1	0.0	0.1	0.0	1.3	0.5	0.3	0.4	0.0	0.3	0.0	0.0	1.6	0.0
Professional and Technical	40.8	32.3	36.6	40.3	26.1	40.1	42.7	37.2	36.6	41.5	43.4	29.9	24.0	37.7	51.8
Clerical and Sales	3.1	1.1	1.9	1.1	4.6	2.3	3.1	2.2	1.4	2.8	4.4	9.5	1.9	2.5	1.8
Service and Recreation	13.8	33.7	17.7	22.6	27.2	9.1	11.4	12.2	15.8	14.5	9.9	12.8	35.7	8.7	11.1
Transport and Communication	4.7	5.3	4.5	6.7	5.3	9.9	3.2	5.4	3.5	5.4	4.7	7.9	3.3	10.5	6.7
Farmers and Farm Workers	4.1	0.1	13.5	3.1	2.2	3.7	3.6	7.8	17.2	12.2	2.9	2.5	1.9	4.4	0.3
Loggers, Fishermen, Miners, etc.	1.0	0.1	0.0	1.6	2.1	0.7	0.7	0.6	1.1	2.9	2.4	2.0	2.1	0.7	0.7
Craftsmen and Production Process Workers	18.1	13.2	18.1	16.9	21.7	16.8	22.2	18.4	13.9	11.8	16.5	27.5	17.9	17.8	11.4
Labourers	0.1	0.0	0.4	0.0	0.0	—	0.0	0.0	0.0	0.6	0.1	0.0	0.0	0.0	0.0
Industry mentioned, but no occupation	13.6	14.2	7.3	7.7	11.0	16.0	12.6	15.9	10.0	8.3	15.5	7.9	13.2	16.0	16.1

*The students who expressed no occupational preference are not included in this table.
 Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 58

If you had your choice, what type of work or occupation would you like to have most as a career?

	TOTAL (Fourth year boys)*												N.B.		QUE.	
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
Managerial	0.4	0.0	0.0	0.9	0.4	1.3	0.4	0.0	0.0	0.5	—	0.0	0.5	1.7	0.0	
Professional and technical	52.3	41.8	49.8	41.2	41.4	53.6	55.0	56.6	50.9	47.2	50.5	41.3	41.4	52.1	58.0	
Clerical and Sales	4.1	2.6	2.3	7.8	11.3	3.2	3.4	2.9	4.5	2.5	3.3	22.8	9.0	3.9	1.1	
Service and Recreation	10.7	14.2	9.9	10.9	11.1	8.2	8.0	9.7	10.6	16.3	12.7	13.1	10.6	7.1	11.5	
Transport and Communication	3.9	6.4	1.1	1.8	2.1	5.7	3.1	4.6	4.0	2.5	5.7	0.0	2.5	5.7	4.3	
Farmers and Farm Workers	2.3	0.0	13.6	0.6	0.3	0.8	0.9	3.9	9.1	5.8	1.7	0.0	0.4	0.8	0.6	
Loggers, Fishermen, Miners, etc.	0.9	1.4	0.8	0.2	1.2	0.1	0.4	0.6	0.1	1.3	2.1	0.0	1.5	0.0	0.3	
Craftsmen and Production Process Workers	10.4	14.8	6.8	10.7	14.0	10.1	12.9	5.8	9.3	10.1	9.6	13.4	14.1	12.2	3.8	
Labourers	—	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	
Labourers mentioned, but no occupation	14.9	18.9	15.6	25.8	18.1	17.1	16.1	16.0	11.6	13.9	14.3	9.4	19.9	16.5	20.5	

*The students who expressed no occupational preference are not included in this table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 59

If you had your choice, what type of work or occupation would you like to have most as a career?

	TOTAL (First year girls)*												N.B.		QUE.	
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
Managerial	0.4	0.0	0.0	0.1	0.5	0.3	0.3	0.1	0.4	0.0	0.0	1.3	0.0	0.4	0.0	
Professional and Technical	59.1	69.1	68.2	62.8	63.4	56.1	57.0	61.3	66.9	67.9	63.0	66.7	61.7	53.1	67.9	
Clerical and Sales	18.8	14.7	17.0	19.6	18.9	16.1	21.1	20.6	15.8	13.5	16.9	15.9	20.5	16.5	14.7	
Service and Recreation	18.3	13.4	13.7	14.8	15.4	24.4	18.0	15.9	15.6	15.3	15.2	15.2	15.6	27.0	14.3	
Transport and Communication	0.4	0.6	0.3	0.0	0.0	0.2	0.4	0.1	0.1	0.3	0.6	0.0	0.0	0.3	0.0	
Farmers and Farm Workers	0.3	0.2	0.8	0.3	0.0	0.1	—	0.4	0.3	0.4	2.0	0.0	0.0	0.1	0.0	
Loggers, Fishermen, Miners, etc.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Craftsmen and Production Process Workers	0.4	0.0	0.0	0.4	0.5	1.1	0.3	0.7	0.2	0.7	0.1	0.0	0.8	1.4	0.0	
Labourers	—	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.3	0.0	
Industry mentioned, but no occupation	2.1	2.0	0.0	2.0	1.3	1.3	2.8	0.8	0.6	1.6	2.2	0.9	1.5	0.8	3.1	

*The students who expressed no occupational preference are not included in this table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 60

If you had your choice, what type of work or occupation would you like to have most as a career?

	TOTAL (Fourth year girls)*										N. B.		Q. U. E.		
	CAN.	NFLD.	PEI.	N. S.	N. B.	Q. U. E.	ONT.	MAN.	SASK.	ALTA.	B. C.	FR.	ENG.	FR.	ENG.
Managerial	0.3	0.0	0.0	1.2	0.1	0.1	0.3	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.0
Professional and Technical	66.4	71.8	79.9	74.3	65.3	68.2	62.3	73.5	70.0	67.6	67.9	61.4	66.7	64.0	78.1
Clerical and Sales	17.9	14.9	16.3	15.5	19.8	17.2	22.2	14.6	15.4	14.7	14.0	23.4	18.5	20.2	10.0
Service and Recreation	12.5	11.9	3.3	7.6	11.3	12.3	11.6	8.9	11.6	15.0	15.6	12.3	11.0	13.8	9.1
Transport and Communication	0.5	0.0	0.0	0.0	1.0	0.2	0.2	0.1	0.5	0.9	1.1	2.1	0.5	0.2	0.1
Farmers and Farm Workers	0.1	0.0	0.0	0.0	0.0	0.0	—	0.2	0.0	0.3	0.3	0.0	0.0	0.0	0.0
Loggers, Fishermen, Miners, etc.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Craftsmen and Production Process Workers	0.6	1.3	0.0	0.3	0.8	0.6	0.9	0.7	1.5	0.2	0.2	0.8	0.8	0.6	0.5
Labourers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Industry mentioned, but no occupation	1.7	0.1	0.6	1.2	1.6	1.4	2.4	2.1	1.1	1.2	1.0	0.0	2.3	1.0	2.3

*The students who expressed no occupational preference are not included in this table.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 61

If you had your choice, what type of work or occupation would you like to have most as a career?

PROFESSIONAL AND TECHNICAL FIELDS		TOTAL *										N.B.		QUE.	
		CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.
Health Education Science and Engineering Art, Writing and Music Architecture Law Accounting, Auditing & Computer Programming Religion Actuarial, Statistics, Economics Other	28.5	36.6	48.9	35.6	38.7	29.1	24.4	30.2	35.7	30.9	27.3	41.4	37.2	30.1	25.8
	23.2	36.1	22.2	27.2	22.8	22.7	26.7	19.3	18.0	20.1	18.2	23.1	22.5	22.9	22.0
	10.5	4.7	2.9	7.6	9.5	10.1	11.0	9.5	10.7	12.1	11.3	6.9	10.9	9.2	12.4
	6.6	3.3	5.5	4.8	5.7	6.0	7.4	5.4	5.5	7.6	7.0	5.3	5.9	4.9	9.0
	4.4	4.2	1.9	2.6	3.2	4.4	5.5	2.9	3.9	3.9	3.7	1.6	4.0	4.5	4.2
	3.6	2.3	1.7	1.6	2.4	2.8	4.5	3.5	3.7	4.7	3.8	2.2	2.5	2.5	3.6
	3.6	0.8	0.9	2.1	2.7	5.4	2.8	3.1	1.6	2.3	4.6	3.1	2.6	6.6	2.3
	1.0	4.4	2.3	2.5	1.6	1.4	0.7	0.7	0.3	1.0	0.4	1.3	1.8	1.6	1.0
	1.1	0.7	0.0	2.1	1.9	1.2	1.3	1.4	1.1	0.7	0.4	1.9	2.0	1.4	0.9
	17.4	6.9	13.7	14.0	11.5	16.8	15.7	24.1	19.6	16.7	23.3	13.2	10.8	16.4	18.7

*Only the students expressing a preference for a professional or a technical occupation are included in the table.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 62

If you had your choice, what type of work or occupation would you like to have most as a career?*

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL (First year boys)*										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Health	15.4	19.1	38.5	23.0	13.1	19.0	18.2	25.7	18.9	16.8	9.8	15.2	11.8	19.3	18.0
Education	16.0	34.4	13.8	17.1	22.3	15.2	16.0	7.4	11.7	12.2	8.2	26.5	19.0	17.5	6.9
Science and Engineering	17.5	4.9	10.1	14.6	18.8	12.4	16.5	18.1	23.5	32.5	20.9	17.4	19.8	10.8	18.1
Art, Writing and Music	4.6	4.4	9.7	8.9	11.2	5.9	5.4	4.8	1.8	5.2	2.7	4.5	16.0	5.3	8.3
Architecture	12.2	4.8	1.5	10.9	13.4	9.9	14.0	3.9	12.1	10.3	12.7	13.6	13.1	8.5	14.7
Law	8.8	10.5	6.7	3.8	3.3	5.5	11.3	16.6	9.9	12.5	10.7	0.0	5.6	5.2	6.8
Accounting, Auditing & Computer Programming	6.6	0.2	2.6	2.9	1.4	13.3	4.9	5.4	2.0	0.7	9.3	0.0	2.4	15.6	5.0
Religion	1.7	14.9	3.4	6.7	3.8	5.2	0.5	1.2	0.1	0.7	0.2	3.8	3.7	6.3	1.0
Actuarial, Statistics, Economics	0.5	0.2	0.0	1.1	0.9	1.6	0.4	0.4	2.1	0.0	2.1	2.3	0.0	1.8	0.9
Other	16.7	6.7	13.7	10.9	11.9	12.0	12.9	16.6	18.0	9.2	23.2	16.7	8.6	9.6	20.4

*Only the students expressing a preference for a professional or a technical occupation are included in the table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 63

If you had your choice, what type of work or occupation would you like to have most as a career?*

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL (Fourth year boys)*										N.E.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Health	12.3	14.5	14.8	12.0	19.4	11.0	10.9	15.0	15.6	15.4	10.1	6.5	22.0	10.5	12.4
Education	15.7	36.1	18.7	17.5	18.8	20.0	16.0	13.7	14.0	15.5	15.2	30.1	16.5	20.8	17.8
Science and Engineering	15.4	6.7	8.5	7.0	14.6	15.4	13.2	14.4	22.1	16.8	15.0	0.0	17.6	13.4	20.6
Art, Writing and Music	8.4	1.5	7.4	8.6	5.6	7.2	10.1	5.8	9.2	9.1	6.5	16.3	3.4	5.9	10.8
Architecture	9.6	20.1	6.8	5.8	6.8	5.6	11.1	6.5	10.4	8.6	11.3	0.0	8.1	4.8	7.5
Law	7.2	2.9	4.0	7.5	6.9	4.8	8.3	5.0	4.9	9.8	6.7	6.5	7.1	4.3	6.2
Accounting, Auditing & Computer Programming	9.1	2.7	12.5	10.9	13.3	9.1	8.6	10.7	4.9	6.1	10.2	14.6	13.1	10.2	5.8
Religion	0.9	2.7	4.5	4.2	0.0	0.7	0.9	1.9	0.0	0.3	0.5	0.0	0.0	0.3	1.7
Actuarial, Statistics Economics	1.9	0.0	0.0	3.0	2.4	2.2	2.6	2.1	2.1	1.1	0.6	0.0	2.9	2.6	1.3
Other	19.5	12.8	22.7	23.5	12.2	24.1	18.2	25.0	16.8	17.3	23.8	26.0	9.4	27.1	16.0

*Only the students expressing a preference for a professional or a technical occupation are included in the table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 64

If you had your choice, what type of work or occupation would you like to have most as a career?

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL (First year girls)*										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Health	42.9	42.9	57.8	44.5	50.2	44.5	35.3	47.7	49.5	46.2	36.6	61.5	43.1	49.3	29.8
Education	28.6	43.4	28.9	33.4	32.4	33.2	35.1	25.3	22.8	26.9	22.0	26.1	36.5	33.6	32.0
Science and Engineering	6.9	2.8	1.1	6.2	4.7	3.8	7.7	4.1	5.6	7.2	12.6	1.9	6.5	1.7	10.5
Art, Writing and Music	5.7	3.3	3.3	2.0	3.2	6.2	7.9	3.3	2.3	3.8	5.0	0.6	4.7	4.2	12.7
Architecture	0.3	0.0	0.0	0.1	0.0	0.1	0.2	1.2	0.1	0.4	0.4	0.0	0.0	0.0	0.2
Law	1.0	1.2	0.0	0.0	2.8	0.5	1.5	0.5	1.8	0.9	0.7	6.9	0.6	0.6	0.4
Accounting, Auditing & Computer Programming	0.4	0.2	0.0	0.0	0.0	0.7	0.2	0.0	0.4	0.0	0.2	0.0	0.0	0.8	0.2
Religion	0.5	1.2	1.5	3.0	0.8	0.6	0.4	0.0	0.9	1.6	0.1	0.0	1.2	0.8	0.0
Actuarial, Statistics, Economics	1.0	0.9	0.0	0.6	2.6	0.8	0.9	1.1	0.5	0.4	0.8	2.4	2.8	0.8	0.7
Other	12.8	3.9	7.4	10.1	3.2	9.6	10.7	16.7	16.2	12.7	21.7	0.6	4.7	8.2	13.6

* Only the students expressing a preference for a professional or a technical occupation are included in the table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 65

If you had your choice, what type of work or occupation would you like to have most as a career?

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL (Fourth year girls)*										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Health	34.6	41.0	50.2	42.6	48.9	40.5	26.9	32.5	37.7	41.5	37.5	33.9	54.7	45.9	30.8
Education	27.3	40.6	23.4	35.5	20.6	27.4	35.1	23.5	22.1	21.6	22.1	28.2	17.6	26.0	29.9
Science and Engineering	5.1	2.8	0.7	3.9	5.7	4.4	4.8	4.9	5.2	3.1	6.6	3.0	6.7	3.0	7.0
Art, Writing and Music	7.9	2.8	2.1	3.9	6.6	5.0	8.5	7.2	7.4	8.8	8.1	11.7	4.7	3.2	8.1
Architecture	0.4	0.6	0.0	0.0	0.6	0.5	0.8	0.2	0.0	0.7	0.1	0.0	0.8	0.4	0.5
Law	0.7	1.3	0.7	1.3	0.0	1.3	1.1	0.4	0.1	0.5	0.2	0.0	0.0	1.7	0.6
Accounting, Auditing & Computer Programming	1.2	0.2	0.0	0.2	1.3	1.1	1.5	0.2	1.3	0.8	0.9	0.0	1.8	1.5	0.3
Religion	0.8	1.9	0.9	0.2	2.0	0.1	1.5	0.1	0.8	0.7	0.0	0.0	2.8	0.2	0.0
Actuarial, Statistics, Economics	1.0	0.7	0.0	0.7	0.4	0.9	1.7	0.6	0.6	0.8	0.4	0.0	0.5	0.5	1.4
Other	20.9	8.0	21.9	11.4	13.9	18.9	18.2	30.2	24.8	21.5	24.1	23.2	10.5	17.6	21.3

* Only the students expressing a preference for a professional or a technical occupation are included in the table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 66

Do you plan to work full-time after you finish your schooling?*

	TOTAL - Girls										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Not at all	1.8	1.7	1.1	0.8	2.0	3.6	0.7	0.6	1.3	1.5	1.6	2.4	1.7	4.0	2.0
Only before I am married	34.4	30.4	30.2	31.0	31.1	35.5	30.6	35.5	34.6	36.1	42.4	28.6	32.6	35.7	35.0
Both before & after I am married	29.7	19.7	23.2	36.0	31.3	22.2	38.0	28.8	26.2	25.8	29.9	28.7	32.7	21.3	25.1
Have not thought about it yet	32.8	45.8	43.7	31.0	34.4	36.8	29.9	33.6	36.8	35.3	25.4	37.3	31.8	36.9	36.4
No Answer	1.2	2.4	1.8	1.2	1.1	1.9	0.8	1.4	1.1	1.2	0.7	2.7	1.2	2.0	1.5

* Question asked to girls only.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 67

Do you plan to work full-time after you finish your schooling? Distribution of responses by province and grade in high school.*

	(b) Only before I am married										(c) Both before and after I am married					
	8	9	10	11	12	13	8	9	10	11	12	13	8	9	10	11
CAN.	28.6	31.3	35.8	38.1	36.4	28.3	17.5	24.4	28.7	32.0	41.5	50.4	—	—	—	—
NFLD.	—	22.4	37.4	32.3	—	—	—	16.8	21.4	21.5	—	—	—	—	—	—
P.E.I.	—	26.7	32.9	30.7	32.2	—	—	—	21.2	23.8	28.3	—	—	—	—	—
N.S.	—	28.9	31.7	32.9	30.7	—	—	—	34.5	31.3	45.9	—	—	—	—	—
N.B.	—	25.7	30.0	33.8	36.0	—	—	—	27.4	30.1	32.0	—	—	—	—	—
QUE.	28.6	35.1	39.2	42.2	54.9	—	17.5	20.1	26.3	29.6	29.2	—	—	—	—	—
ONT.	—	28.3	31.1	34.6	30.1	27.2	—	29.5	34.4	38.2	49.9	51.5	—	—	—	—
MAN.	—	30.3	35.5	37.2	39.8	—	—	20.8	25.3	33.3	38.5	—	—	—	—	—
SASK.	—	26.1	38.5	38.8	35.7	—	—	21.3	24.3	30.0	30.7	—	—	—	—	—
ALTA.	—	30.8	35.0	39.0	39.7	—	—	21.5	24.3	24.5	33.2	—	—	—	—	—
B.C.	—	38.0	43.7	42.3	44.1	36.2	—	24.8	25.9	28.6	37.0	42.7	—	—	—	—
N.B.-F.	—	20.5	29.4	32.5	36.1	—	—	27.2	26.1	31.8	31.5	—	—	—	—	—
N.B.-E.	—	30.3	30.4	34.9	36.0	—	—	27.6	33.0	32.2	37.9	—	—	—	—	—
QUE.-F.	27.0	36.1	40.1	45.3	55.3	—	17.6	18.8	25.8	27.6	29.6	—	—	—	—	—
QUE.-E.	35.6	31.5	37.2	35.2	50.8	—	16.8	24.9	27.3	34.1	24.6	—	—	—	—	—

* Question asked to girls only.

TABLE 67 (cont'd)

Do you plan to work full-time after you finish your schooling? Distribution of responses by province and grade in high school.*

	(d) Have not thought about it yet						
	8	9	10	11	12	13	
CAN.	43.4	40.4	32.5	27.4	20.4	19.4	
NFLD.	—	56.3	36.9	42.4	—	—	
P.E.I.	—	48.4	41.1	44.4	37.1	—	
N.S.	—	33.0	34.8	28.7	22.8	—	
N.B.	—	43.4	35.2	30.6	24.2	—	
QUE.	43.4	38.5	29.0	24.5	11.8	—	
ONT.	—	39.9	33.2	25.6	19.2	19.9	
MAN.	—	46.5	36.7	26.5	20.8	—	
SASK.	—	50.3	35.6	28.8	30.2	—	
ALTA.	—	44.2	38.8	33.9	24.1	—	
B.C.	—	33.9	26.8	27.1	17.0	15.8	
N.B.-F.	—	46.8	39.4	30.5	25.9	—	
N.B.-E.	—	40.3	32.2	30.7	23.4	—	
QUE.-F.	43.2	37.7	28.1	23.8	11.2	—	
QUE.-E.	44.2	41.4	31.1	26.1	18.5	—	

TABLE 68

Now, considering the opportunities for jobs today, what work or occupation do you expect to have as a career?*

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Managerial	0.4	—	0.0	0.4	0.2	0.8	0.4	0.5	0.2	—	0.1	0.0	0.4	0.9	0.4
Professional and Technical	32.1	31.9	31.5	30.5	30.1	29.2	33.9	31.7	31.8	31.9	35.9	26.4	32.4	27.5	34.7
Clerical and Sales	10.4	6.9	7.0	11.9	11.1	8.1	12.9	10.3	7.4	10.2	11.5	11.9	10.6	7.8	8.4
Service and Recreation	6.9	8.0	7.0	9.3	7.3	8.1	5.5	5.9	5.9	7.9	6.4	5.2	8.6	8.9	4.7
Transport and Communication	1.4	2.0	0.6	1.3	1.0	2.1	1.0	1.3	0.9	1.0	0.9	0.9	1.0	2.2	1.2
Farmers and Farm Workers	1.1	0.2	2.5	0.3	0.5	0.7	0.8	1.8	4.5	3.3	0.7	0.2	0.6	0.8	0.1
Loggers, Fishermen, Miners, etc.	0.2	0.4	0.0	0.2	0.3	0.1	0.1	0.2	0.2	0.4	0.6	0.1	0.4	0.1	0.0
Craftsmen and Production Process Workers	5.7	5.4	2.9	4.0	6.8	6.5	6.0	3.6	3.5	3.9	5.7	6.6	7.2	7.5	5.7
Labourer	0.2	—	0.3	0.3	0.1	0.1	0.2	0.2	0.2	0.1	0.3	0.0	0.2	0.1	0.2
Industry Mentioned, but no occupation	5.4	5.7	2.0	5.4	5.0	5.9	6.0	5.1	4.1	4.2	4.2	2.3	7.0	5.7	6.7
No answer or Don't know	36.3	39.5	46.2	36.3	37.7	38.4	33.3	39.4	41.4	37.0	33.6	46.3	31.6	38.4	37.9

*The student was asked to write down his response which was coded by a research staff using the Occupational Classification Manual of the Dominion Bureau of Statistics (1961). Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 69

Now, considering the opportunities for jobs today, what work or occupation do you expect to have as a career?*

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Managerial	0.7	0.1	0.0	0.7	0.4	1.2	0.6	0.8	0.4	—	0.1	0.1	0.6	1.5	0.6
Professional and Technical	50.3	52.8	58.5	48.0	48.2	47.5	50.8	52.3	54.3	50.7	54.1	49.1	47.3	44.6	55.8
Clerical and Sales	16.3	11.4	13.0	18.7	17.7	13.1	19.3	17.1	12.6	16.2	17.3	22.2	15.5	12.7	13.5
Service and Recreation	10.8	13.2	13.0	14.6	11.7	13.2	8.2	9.7	10.0	12.5	9.7	9.7	12.6	14.5	7.6
Transport and Communication	2.1	3.2	1.2	2.0	1.6	3.4	1.5	2.2	1.5	1.6	1.4	1.6	1.5	3.6	1.9
Farmers and Farm Workers	1.7	0.4	4.6	0.6	0.8	1.2	1.1	3.0	7.6	5.2	1.1	0.4	0.8	1.3	0.2
Loggers, Fishermen, Miners, etc.	0.3	0.7	0.0	0.3	0.5	0.2	0.2	0.3	0.3	0.6	1.0	0.3	0.6	0.2	0.1
Craftsmen and Production Process Workers	8.9	8.9	5.4	6.2	10.9	10.6	9.0	5.9	5.9	6.2	8.6	12.4	10.6	12.1	9.1
Labourers	0.2	—	0.5	0.5	0.2	0.2	0.3	0.3	0.4	0.2	0.4	0.0	0.3	0.1	0.3
Industry Mentioned, But no Occupation	8.5	9.4	3.7	8.5	8.0	9.5	9.0	8.4	7.1	6.7	6.3	4.3	10.2	9.3	10.8

*The students who did not mention an occupational expectation for their career are not included in the table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 70

Now, considering the opportunities for jobs today, what work or occupation do you expect to have as a career?*

	TOTAL (First year boys)												N.B.		QUE.	
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
Managerial	0.8	0.3	0.0	0.0	0.4	0.5	0.4	0.6	1.1	—	0.0	0.0	0.7	0.6	0.0	
Professional and Technical	38.2	30.2	30.3	37.7	26.2	36.3	39.1	35.1	35.8	40.4	44.0	30.8	23.4	34.4	47.5	
Clerical and Sales	3.9	1.7	2.5	4.8	3.6	3.4	4.4	2.9	0.8	1.5	5.4	3.9	3.4	3.5	2.8	
Service and Recreation	11.1	29.6	17.9	19.1	20.0	7.3	8.0	10.8	13.5	12.5	7.8	11.1	25.8	7.2	8.1	
Transport and Communication	3.7	5.8	2.5	7.6	5.1	8.2	2.7	4.1	0.9	4.4	3.1	5.9	4.1	8.6	6.0	
Farmers and Farm Workers	4.4	0.1	14.4	2.6	3.4	3.5	4.0	10.9	18.9	16.0	3.2	2.8	3.7	4.0	0.5	
Loggers, Fishermen, Miners, etc.	0.9	0.8	0.0	1.8	0.7	0.6	0.8	0.8	0.8	2.1	3.9	0.0	1.2	0.7	0.2	
Craftsmen and Production Process Workers	21.2	14.1	19.6	15.8	27.9	22.8	24.4	19.4	14.4	15.9	17.1	40.0	19.5	24.7	10.9	
Labourers	0.4	0.1	3.2	2.1	0.8	0.3	0.5	0.3	0.4	0.4	0.6	0.0	1.4	0.3	0.0	
Industry Mentioned, But no Occupation	15.3	17.3	9.6	8.6	11.8	17.1	15.7	15.2	13.3	6.7	14.9	5.5	16.7	15.9	24.0	

*The students who did not mention an occupational expectation for their career are not included in the table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 71

Now, considering the opportunities for jobs today, what work or occupation do you expect to have as a career?*

	TOTAL (Fourth year boys)										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Managerial	0.2	0.1	0.0	1.1	0.5	1.9	0.4	0.5	0.0	0.0	—	0.0	0.6	2.5	0.1
Professional and Technical	48.0	44.9	45.4	42.0	39.6	51.0	50.1	48.8	48.6	45.8	47.8	45.5	38.6	49.5	56.3
Clerical and Sales	7.1	2.8	9.9	10.7	10.3	5.3	7.5	6.0	2.1	4.7	4.7	15.7	9.4	5.7	4.0
Service and Recreation	9.5	10.5	11.0	7.6	7.2	6.8	7.8	10.2	10.9	11.8	11.4	6.7	7.2	6.8	6.8
Transport & Communication	3.3	7.2	0.0	0.9	4.6	4.9	2.0	5.7	4.7	2.2	4.2	0.0	4.8	4.5	5.5
Farmers & Farm Workers	2.7	0.0	15.4	0.7	0.0	1.2	1.2	3.6	11.0	7.4	1.5	0.0	0.0	1.5	0.0
Loggers, Fishermen, Miners, etc.	0.8	1.4	0.0	0.3	0.5	0.2	**	0.1	0.1	1.2	2.3	0.0	0.6	0.1	0.3
Craftsmen and Production Process Workers	13.6	15.8	9.2	11.9	16.3	12.1	15.2	9.9	9.6	12.5	14.4	9.8	17.4	14.2	4.9
Labourers	0.6	0.0	0.0	0.3	0.7	0.3	0.4	1.4	**	0.4	1.2	0.0	0.8	0.2	0.8
Industry Mentioned, but no Occupation	14.3	17.4	9.2	24.6	20.3	16.2	15.4	13.8	13.0	14.0	12.4	22.4	20.5	15.0	21.3

* The students who did not mention an occupational expectation for their career are not included in the table.

** Less than 0.1%.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 72

Now, considering the opportunities for jobs today, what work or occupation do you expect to have as a career?*

	TOTAL (First year girls)										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Managerial	1.0	0.0	0.0	0.0	0.2	0.4	0.6	0.0	0.7	0.0	1.2	0.0	0.3	0.4	0.6
Professional and Technical	54.1	70.0	67.0	53.0	60.0	54.9	51.6	60.5	67.4	68.3	57.6	70.9	53.4	52.7	64.0
Clerical and Sales	25.4	16.2	17.7	28.5	21.5	19.5	29.2	24.3	17.3	16.5	29.3	13.9	26.0	19.1	20.8
Service and Recreation	16.3	10.1	15.0	14.4	14.7	22.7	14.5	11.8	10.6	12.9	9.2	11.8	16.5	25.4	11.7
Transport and Communication	0.1	0.7	0.0	0.0	0.0	0.1	0.2	0.3	0.1	—	0.3	0.0	0.0	0.1	0.0
Farmers and Farm Workers	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.2	0.1	0.0	0.0	0.1	0.0
Loggers, Fishermen, Miners, etc.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Craftsmen and Production Process Workers	0.6	0.3	0.0	0.5	1.8	1.4	0.3	0.8	0.3	0.6	0.9	2.4	1.5	1.7	0.1
Labourers	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0
Industry Mentioned, But no Occupation	2.3	2.8	0.3	3.7	1.8	0.9	3.6	2.1	3.4	1.1	1.6	1.0	2.3	0.5	2.8

* The students who did not mention an occupational expectation for their career are not included in the table.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 73

Now, considering the opportunities for jobs today, what work or occupation do you expect to have as a career?*

	TOTAL (Fourth Year girls)											N.B.		QUE.	
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Managerial	0.4	0.0	0.0	1.1	0.4	0.6	0.8	0.1	**	0.0	**	0.0	0.6	0.8	0.3
Professional and Technical	57.3	70.3	78.0	69.1	65.8	61.8	49.2	66.1	64.1	60.2	60.8	63.7	66.5	60.3	66.2
Clerical and Sales	32.2	26.2	20.0	27.2	25.6	26.7	40.2	25.6	25.7	25.7	27.4	29.8	23.8	25.8	28.0
Service & Recreation	6.9	2.8	1.7	1.0	5.7	9.3	6.1	4.1	7.4	10.1	9.0	4.4	6.3	11.4	4.0
Transport & Communication	0.5	0.0	0.0	0.0	1.1	0.2	0.1	0.6	0.9	1.2	0.6	2.1	0.6	0.2	0.1
Farmers & Farm Workers	**	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Loggers, Fishermen, Miners, etc.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Craftsmen and Production Process Workers	0.5	0.4	0.0	0.0	0.6	0.2	0.3	0.8	0.9	0.4	0.8	0.0	0.8	0.1	0.4
Labourers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Industry Mentioned, but no Occupation	2.3	0.2	1.3	1.6	1.0	1.2	3.2	2.6	1.0	2.4	1.3	0.0	1.4	1.3	1.0

* The students who did not mention an occupational expectation for their career are not included in the table.

** Less than 0.1%.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 74

Now, considering the opportunities for jobs today, what work or occupation do you expect to have as a career?*

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL											N.B.		QUE.	
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Health	28.6	32.0	50.7	37.0	38.5	29.3	23.5	31.8	34.4	31.5	29.8	41.3	36.9	30.5	25.2
Education	29.0	42.9	28.7	31.9	27.6	26.5	34.4	26.5	26.7	26.5	22.5	25.0	28.8	25.2	29.7
Science and Engineering	8.6	5.0	2.2	7.0	7.3	8.4	9.1	7.7	9.4	10.1	8.3	5.0	8.6	7.8	10.4
Art, Writing and Music	4.5	2.3	3.1	3.4	3.9	4.5	4.7	3.6	4.4	5.2	4.5	4.7	3.5	4.0	6.1
Architecture	4.8	4.5	1.4	2.3	3.4	4.1	6.9	2.4	3.1	3.9	3.9	1.6	4.4	4.2	4.0
Law	2.8	2.0	0.7	0.9	2.2	1.9	3.5	2.6	3.7	3.5	3.3	1.5	2.5	1.7	2.5
Accounting, Auditing and Computer Programming	4.6	1.0	1.1	3.1	2.6	5.9	3.8	3.9	2.1	2.5	7.0	3.8	1.9	6.9	3.2
Religion	1.1	4.2	1.4	2.6	1.3	1.5	0.7	1.0	0.2	1.1	0.7	1.2	1.3	1.5	1.5
Actuarial, Statistics, Economics	1.6	0.5	0.1	1.8	3.0	1.9	2.0	1.3	1.5	0.7	0.8	3.3	2.9	2.1	1.3
Other	14.3	5.7	10.7	10.1	10.3	16.0	11.4	19.2	14.5	14.9	19.1	12.6	9.1	16.0	16.2

* Only the students mentioning an expectation for a professional occupation are included in the table.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 75

Now, considering the opportunities for jobs today, what work or occupation do you expect to have as a career?*

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL (First year boys)										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Health	15.3	17.5	41.0	20.8	13.9	15.6	17.0	22.4	15.4	15.4	10.4	18.9	9.8	15.7	14.8
Education	18.4	34.0	17.2	24.6	28.8	16.3	18.7	11.7	18.0	19.6	11.8	24.6	31.7	17.3	12.0
Science and Engineering	15.6	7.1	6.6	13.8	16.8	11.9	15.2	14.6	23.6	33.2	21.1	16.4	17.4	11.2	15.4
Art, Writing and Music	4.4	1.5	3.9	7.4	10.8	5.4	6.1	4.8	1.5	4.1	2.7	4.9	16.0	5.3	6.0
Architecture	11.5	7.5	0.0	9.2	12.5	10.2	13.7	3.3	7.9	7.3	14.3	14.8	10.5	9.1	14.5
Law	6.5	12.6	1.7	0.0	1.5	5.5	9.0	14.2	13.5	11.0	5.9	0.0	2.8	5.3	6.3
Accounting, Auditing and Computer Programming	9.4	0.7	3.9	8.8	2.1	12.7	6.7	5.7	2.7	1.0	8.5	0.0	3.8	14.1	7.1
Religion	2.1	13.1	3.3	11.3	2.6	5.4	0.8	3.1	0.1	0.0	0.3	0.0	4.9	6.3	1.4
Actuarial, Statistics, Economics	1.1	0.3	0.0	0.0	0.0	0.6	0.9	3.3	0.7	0.0	0.0	0.0	0.0	0.4	1.4
Other	15.7	5.6	22.5	4.1	11.2	16.3	12.0	16.9	16.6	8.4	24.9	20.5	3.1	15.2	21.2

*Only the students mentioning an expectation for a professional occupation are included in the table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 76

Now, considering the opportunities for jobs today, what work or occupation do you expect to have as a career?*

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL (Fourth year boys)										N. B.		QUE.		
	CAN.	NFLD.	PEL.	N. S.	N. B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B. C.	FR.	ENG.	FR.	ENG.
Health	9.9	14.6	14.4	6.4	12.2	9.9	9.0	14.4	12.3	12.1	9.8	3.4	14.0	9.0	12.6
Education	21.4	39.3	31.5	35.7	26.3	24.6	21.3	17.9	28.3	24.3	15.2	31.9	25.0	25.1	23.0
Science and Engineering	11.9	7.6	8.9	7.6	13.7	11.9	9.5	15.1	19.3	16.6	9.1	0.0	16.7	10.5	16.2
Art, Writing and Music	4.3	0.4	7.6	1.9	5.2	7.0	5.5	2.8	5.4	7.7	2.9	17.2	2.4	7.1	6.8
Architecture	11.6	21.6	0.0	8.3	12.6	4.4	17.5	5.7	5.7	7.8	9.9	6.9	14.0	3.8	6.0
Law	5.1	3.0	5.3	8.6	6.0	2.9	3.7	2.5	6.0	9.0	6.8	0.0	7.4	2.6	3.9
Accounting, Auditing and Computer Programming	13.2	2.9	12.1	13.4	13.2	7.6	12.7	12.3	6.1	7.1	15.9	35.3	8.5	7.1	9.1
Religion	0.8	2.3	2.3	4.8	0.0	1.2	0.8	2.3	0.0	0.4	0.6	0.0	0.0	0.6	3.2
Actuarial, Statistics, Economics	1.3	0.0	0.0	2.2	4.5	2.5	1.6	1.7	1.9	0.7	0.2	0.0	5.5	2.6	2.2
Other	19.9	8.3	18.0	11.1	6.3	28.0	18.3	25.3	15.1	14.3	29.7	5.2	6.6	31.5	17.0

*Only the students mentioning an expectation for a professional occupation are included in the table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 77

Now, considering the opportunities for jobs today, what work or occupation do you expect to have as a career?*

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL (First year girls)										N. B.		QUE.		
	CAN.	NFLD.	P. E. I.	N. S.	N. B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B. C.	FR.	ENG.	FR.	ENG.
Health	42.5	39.9	56.3	52.3	47.8	45.0	34.5	43.8	48.5	49.8	37.5	57.1	40.3	49.7	29.0
Education	33.6	46.6	33.6	28.4	36.1	36.7	41.8	34.8	31.6	28.1	31.4	24.3	45.6	34.8	42.8
Science and Engineering	5.5	5.0	0.5	7.4	4.4	3.7	7.3	2.8	3.5	3.4	10.1	5.0	4.0	1.8	10.4
Art, Writing and Music	4.0	2.8	0.9	1.1	0.9	3.2	4.6	3.5	3.3	2.3	3.0	1.4	0.5	1.8	7.9
Architecture	0.5	0.3	0.0	0.2	0.0	0.1	0.5	0.5	0.2	0.6	2.2	0.0	0.0	0.0	0.3
Law	0.6	0.1	0.0	0.0	1.5	0.3	1.1	0.0	1.8	0.0	0.3	3.5	0.0	0.4	0.3
Accounting, Auditing and Computer Programming	0.4	0.2	0.0	0.0	0.0	1.3	0.2	1.7	0.5	0.0	0.7	0.0	0.0	1.6	0.2
Religion	0.5	0.7	2.7	2.4	2.2	—	0.3	0.0	0.2	2.8	0.1	2.7	1.6	0.0	0.0
Actuarial, Statistics, Economics	2.1	0.9	0.0	1.1	3.3	0.9	2.4	0.9	0.8	0.4	1.5	4.7	2.2	1.1	0.4
Other	10.3	3.3	6.1	7.2	3.8	8.8	7.3	11.9	9.6	12.6	13.2	1.3	5.7	8.8	8.7

*Only the students mentioning an expectation for a professional occupation are included in the table.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 78

Now, considering the opportunities for jobs today, what work or occupation do you expect to have as a career?*

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL (Fourth year girls)										N.B.		QUE.		
	CAN.	NFLD.	P.E.I.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Health	38.0	35.0	54.8	40.5	48.0	44.5	28.7	37.4	39.1	42.2	44.4	34.2	53.9	50.6	30.6
Education	35.3	51.5	31.1	40.3	29.1	32.5	43.8	38.5	30.9	29.4	29.4	32.0	27.6	31.2	35.5
Science and Engineering	3.3	3.8	0.0	4.4	4.8	4.0	3.8	2.1	3.1	2.6	2.5	2.0	6.0	0.8	11.3
Art, Writing and Music	4.6	1.4	0.0	3.4	4.8	2.7	4.6	1.3	3.6	5.2	5.7	9.5	2.9	2.6	2.7
Architecture	0.4	0.0	0.0	0.0	0.0	0.3	0.8	0.2	0.0	0.5	0.0	0.0	0.0	0.3	0.3
Law	0.1	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.2	0.1	0.0	0.0	0.0	0.0	0.5
Accounting, Auditing and Computer Programming	0.9	0.2	0.0	0.2	0.0	3.1	0.5	0.3	1.9	1.1	0.7	0.0	0.0	3.6	1.9
Religion	0.5	1.9	0.0	0.0	0.5	0.0	1.0	0.0	0.9	0.6	0.0	0.0	0.8	0.0	0.0
Actuarial, Statistics, Economics	2.4	0.4	0.0	2.2	2.4	1.4	4.2	0.3	0.8	1.4	1.7	0.9	3.0	1.3	1.4
Other	14.6	5.7	14.2	8.9	10.3	11.4	12.5	19.9	19.5	16.9	15.6	21.4	5.8	9.4	15.8

*Only the students mentioning an expectation for a professional occupation are included in the table.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 79

When you finish your education, what type of work or occupation will you be most qualified to go into?*

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Managerial	0.2	—	0.0	0.3	0.1	0.5	0.1	0.1	0.1	—	—	0.1	0.1	0.6	0.1
Professional and Technical	34.2	31.2	33.0	29.8	28.8	33.4	35.3	33.4	31.4	31.0	39.2	26.1	30.5	31.8	37.9
Clerical and Sales	11.7	6.5	7.1	10.6	12.4	8.9	15.4	10.8	7.6	10.9	13.3	14.5	11.2	9.0	7.9
Service and Recreation	6.7	7.7	6.5	8.4	6.5	9.1	4.8	5.5	6.0	6.7	5.4	4.4	7.8	10.2	4.8
Transport and Communication	1.3	2.1	1.1	0.8	0.7	2.2	0.8	1.1	1.0	1.1	0.7	0.6	0.6	2.4	1.0
Farmers and Farm Workers	1.2	0.3	2.5	0.6	0.4	0.9	0.8	1.8	4.7	3.3	0.6	0.2	0.4	1.0	0.2
Loggers, Fishermen, Miners, etc.	0.2	0.3	0.0	0.3	0.3	0.2	0.2	0.1	0.1	0.4	0.5	0.1	0.5	0.2	0.1
Craftsmen and Production Process Workers	6.2	5.5	2.9	4.4	7.7	6.8	7.0	3.9	4.1	4.1	6.2	7.1	8.5	7.8	6.4
Labourers	0.1	0.0	0.3	0.2	0.1	0.2	0.1	0.0	0.1	0.1	0.1	0.0	0.1	0.2	0.1
Industry mentioned, but no Occupation	5.9	7.1	2.1	6.0	5.3	6.2	6.6	5.8	4.2	5.4	4.7	2.7	7.4	5.8	7.7
No Answer or don't know	32.2	39.2	44.4	38.6	37.8	31.8	28.9	37.5	40.8	37.1	29.4	44.2	33.0	31.1	33.7

*The student was asked to write down his response which was coded by a research staff using the Occupational Classification Manual of the Dominion Bureau of Statistics (1961).
 Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 80

When you finish your education, what type of work or occupation will you be most qualified to go into?*

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Managerial	0.3	—	0.0	0.5	0.2	0.7	0.1	0.2	0.1	—	—	0.2	0.1	0.9	0.2
Professional and Technical	50.4	51.3	59.4	48.6	46.3	48.9	49.7	53.4	53.1	49.3	55.6	46.7	45.5	46.1	57.2
Clerical and Sales	17.2	10.7	12.9	17.3	19.9	13.0	21.7	17.3	12.8	17.3	18.9	25.9	16.7	13.0	11.9
Service and Recreation	9.9	12.7	11.7	13.6	10.4	13.4	6.7	8.8	10.1	10.6	7.6	8.0	11.7	14.7	7.3
Transport and Communication	1.9	3.5	2.1	1.3	1.1	3.2	1.1	1.8	1.7	1.7	0.9	1.1	1.0	5.5	1.6
Farmers and Farm Workers	1.7	0.5	4.5	0.9	0.6	1.3	1.2	2.9	7.9	5.3	0.8	0.4	0.6	1.4	0.2
Loggers, Fishermen, Miners, etc.	0.3	0.5	0.0	0.6	0.5	0.3	0.2	0.2	0.1	0.6	0.7	0.2	0.7	0.3	0.2
Craftsmen and Production Process Workers	9.2	9.1	5.3	7.1	12.4	9.9	9.8	6.2	6.9	6.5	8.7	12.8	12.5	11.3	9.6
Labourers	0.2	0.0	0.5	0.3	0.1	0.3	0.1	0.0	0.1	0.2	0.1	0.0	0.1	0.3	0.2
Industry mentioned, but no Occupation	8.8	11.7	3.7	9.7	8.6	9.0	9.3	9.2	7.1	8.5	6.7	4.8	11.0	8.4	11.6

*The students who did not mention an occupation for which they expect to be trained are not included in this table.
 Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 81

When you finish your education, what type of work or occupation will you be most qualified to go into?*

	TOTAL (First year boys)											N.B.		QUE.	
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Managerial	0.3	0.1	0.0	0.0	0.6	0.2	0.1	0.2	0.5	0.0	0.0	0.7	0.6	0.2	0.3
Professional and Technical	40.3	29.0	36.0	39.0	23.7	38.2	39.2	38.1	38.7	38.8	47.1	29.6	19.7	36.4	49.2
Clerical and Sales	4.4	2.6	4.3	3.1	7.2	2.4	4.6	1.1	1.4	2.3	5.5	11.8	4.1	2.3	2.9
Service and Recreation	11.3	24.6	17.4	17.6	21.7	7.9	8.3	12.8	12.6	10.8	8.1	10.4	29.8	8.0	7.7
Transport and Communication	3.3	6.3	2.2	3.5	3.8	7.7	2.1	3.0	1.9	5.1	1.2	5.0	2.5	8.4	3.7
Farmers and Farm Workers	4.8	0.1	13.2	4.9	2.3	4.9	5.0	11.5	20.3	16.5	3.0	2.4	2.2	5.6	0.4
Loggers, Fishermen, Miners, etc.	0.7	1.1	0.0	2.2	0.9	1.0	0.9	0.6	0.3	1.4	1.2	0.0	1.5	1.1	0.1
Craftsmen and Production Process Workers	19.9	13.3	17.8	19.4	26.3	21.5	23.5	19.8	13.9	15.4	16.4	34.1	20.4	23.4	10.0
Labourers	0.3	0.0	2.4	0.0	0.0	0.3	0.4	0.0	0.0	0.8	0.1	0.0	0.0	0.3	0.1
Industry mentioned, but no Occupation	14.7	23.0	6.7	10.2	13.5	15.9	15.9	12.9	10.2	9.1	17.2	6.1	19.4	14.3	25.5

* The students who did not mention an occupation for which they expect to be trained are not included in this table.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 82

When you finish your education, what type of work or occupation will you be most qualified to go into?*

	TOTAL (Fourth year boys)											N.B.		QUE.	
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Managerial	0.1	0.0	0.0	0.7	0.2	1.0	—	0.0	0.0	0.3	0.1	0.0	0.3	1.3	0.1
Professional and Technical	51.0	40.0	47.5	44.5	38.9	53.8	51.8	58.2	50.4	46.2	54.5	46.8	37.1	53.3	55.4
Clerical and Sales	7.6	2.2	5.2	11.5	11.7	4.6	7.3	5.3	4.1	3.1	3.8	33.4	7.2	4.8	4.0
Service and Recreation	7.0	14.4	14.6	6.8	6.4	8.1	4.2	7.2	8.8	9.8	9.0	4.4	6.7	8.3	7.3
Transport and Communication	2.3	6.4	3.9	0.5	2.6	4.1	1.2	3.6	3.3	2.2	3.3	0.0	2.7	3.6	4.9
Farmers and Farm Workers	2.3	0.0	11.4	0.0	0.3	0.7	1.0	4.0	9.5	6.2	1.6	0.0	0.4	0.8	0.0
Loggers, Fishermen, Miners, etc.	0.6	0.5	0.0	0.3	0.7	0.2	—	0.0	—	0.5	2.1	0.0	0.8	0.0	0.9
Craftsmen and Production Process Workers	15.2	15.5	7.8	11.1	19.8	11.4	19.8	7.5	11.7	12.3	14.4	7.2	22.4	13.3	5.0
Labourers	0.2	0.0	0.0	0.0	0.2	0.4	0.1	0.0	0.3	0.1	0.3	0.0	0.3	0.6	0.0
Industry mentioned, but no Occupation	13.9	21.0	9.7	24.6	19.2	15.6	14.6	14.3	11.9	19.3	10.9	8.2	22.3	14.0	22.3

* The students who did not mention an occupation for which they expect to be trained are not included in this table.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 83

When you finish your education what type of work or occupation will you be most qualified to go into?*

	TOTAL (First year girls)											QUEB.		
	CAN.	N.F.L.D.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	ONT.	ALTA.	B.C.	PR.	ENG.	P.C.
Managerial	0.2	0.0	0.0	0.5	0.1	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Professional and Technical	53.8	70.8	68.2	57.1	61.2	55.4	48.2	58.0	48.2	67.4	59.3	71.5	54.9	53.3
Clerical and Sales	28.1	15.7	21.2	27.4	21.7	18.6	34.9	26.6	16.1	27.8	15.9	25.3	18.8	17.6
Service and Recreation	14.2	8.9	8.6	11.8	11.1	22.3	12.9	11.7	8.6	14.2	8.6	8.8	12.6	14.1
Transport and Communication	0.3	0.7	0.0	0.0	0.2	0.2	0.2	0.1	0.8	—	0.0	0.0	0.3	0.0
Farmers and Farm Workers	0.1	0.2	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.2	0.1	0.0	0.0	0.1
Loggers, Fishermen, Miners, etc.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Craftsmen and Production Process Workers	0.7	0.0	0.0	0.5	1.8	2.0	0.3	0.9	0.1	0.7	0.8	2.4	1.5	2.4
Labourers	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.3	0.0	0.0	0.0	0.0
Industry mentioned, but no Occupation	2.6	3.7	2.0	2.7	3.8	1.2	3.4	2.7	2.3	1.1	3.3	1.1	5.3	3.2

* The students who did not mention an occupation for which they expect to be trained are not included in this table.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 84

When you finish your education, what type of work or occupation will you be most qualified to go into?*

	TOTAL (Fourth year girls)											QUEB.		
	CAN.	N.F.L.D.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	ONT.	ALTA.	B.C.	PR.	ENG.	P.C.
Managerial	0.1	0.0	0.0	0.1	0.0	0.3	0.0	0.0	0.0	0.0	—	0.0	0.0	0.0
Professional and Technical	55.0	70.2	77.5	67.5	65.6	60.2	47.2	67.3	47.2	57.7	57.0	71.3	63.0	68.5
Clerical and Sales	36.4	25.5	19.3	27.5	27.4	26.8	45.1	25.7	22.4	39.8	33.6	28.7	27.0	25.3
Service and Recreation	1.8	2.1	1.8	1.5	4.0	11.1	3.9	2.9	8.9	7.2	5.5	0.0	5.7	3.5
Transport and Communication	0.3	0.5	0.0	0.4	0.4	—	—	0.7	1.8	0.3	0.3	0.0	0.6	0.0
Farmers and Farm Workers	—	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0
Loggers, Fishermen, Miners, etc.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Craftsmen and Production Process Workers	0.6	0.5	0.0	0.0	0.7	0.3	0.5	0.8	1.1	0.1	0.9	0.0	1.0	0.7
Labourers	0.0	0.0	0.0	0.0	0.3	0.6	0.0	—	0.0	0.0	0.0	0.0	0.1	0.0
Industry mentioned, but no Occupation	2.7	1.1	0.7	2.7	1.6	6.8	3.1	2.5	1.0	3.1	2.6	0.0	2.3	2.0

* The students who did not mention an occupation for which they expect to be trained are not included in this table.

** Less than 0.1%.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 85

When you finish your education, what type of work or occupation will you be most qualified to go into?*

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL										N.B.		Q.T.E.		
	CAN.	N.F.I.D.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	PR.	ENG.	FR.	ENG.
Health	25.5	30.5	45.3	34.9	35.0	27.8	29.8	36.0	31.2	27.7	23.1	37.8	23.2	29.2	22.2
Education	27.0	45.6	29.7	29.8	28.2	24.1	32.3	23.9	25.8	24.5	20.9	29.2	27.3	23.3	26.2
Science and Engineering	9.2	4.3	2.8	7.1	8.4	8.6	9.7	8.0	10.3	11.4	9.7	5.3	10.3	7.2	11.2
Art, Writing and Music	5.4	2.9	3.8	5.7	4.5	3.2	3.2	4.8	5.3	7.6	3.6	2.2	5.5	4.2	8.8
Architecture	5.3	3.6	1.6	2.8	3.7	4.6	7.7	2.7	3.6	4.6	4.1	2.3	4.1	4.8	4.7
Law	2.7	2.0	1.6	1.3	2.6	1.7	3.7	2.9	3.4	3.1	3.0	2.5	2.8	1.5	2.5
Accounting, Auditing and Computer Programming	4.6	1.0	1.2	2.2	2.6	6.6	3.6	3.9	2.2	2.5	5.4	3.2	2.4	7.8	2.7
Religion	1.1	3.9	2.5	2.9	0.9	1.5	0.6	0.8	0.3	1.1	0.6	1.0	0.8	1.6	1.1
Actuarial, Statistics, Economics	1.8	0.5	0.0	2.1	3.4	2.3	1.8	1.5	1.6	1.1	1.5	3.4	3.5	2.4	1.9
Other	17.4	5.7	11.3	11.1	10.5	17.4	14.5	25.5	16.2	16.4	26.1	12.2	9.6	17.2	18.7

*Only the students who expect to be trained for a professional or technical occupation are included in the table.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 86

When you finish your education, what type of work or occupation will you be most qualified to go into?*

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL (First year boys)										N.B.		Q.T.E.		
	CAN.	N.F.I.D.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	PR.	ENG.	FR.	ENG.
Health	15.1	14.7	29.2	22.3	9.0	17.7	16.7	15.4	15.1	13.6	11.4	5.2	13.3	17.6	18.4
Education	17.6	40.3	19.8	17.3	25.0	14.7	18.8	12.0	14.9	17.0	11.5	28.0	21.1	15.8	9.2
Science and Engineering	15.4	7.5	11.1	12.0	19.5	13.1	14.8	17.9	20.9	36.0	21.5	21.6	17.6	12.6	15.3
Art, Writing and Music	4.8	4.8	1.6	15.7	6.8	5.8	3.7	7.2	3.7	4.5	3.9	1.5	12.5	5.5	6.9
Architecture	11.8	2.1	0.0	11.7	11.3	9.6	15.2	2.7	9.9	10.6	13.3	15.7	6.6	9.2	11.4
Law	6.5	11.3	7.4	0.0	6.7	4.1	9.5	13.4	11.2	9.8	5.5	5.6	7.8	3.4	7.0
Accounting, Auditing and Computer Programming	9.2	0.7	4.6	4.9	6.2	15.3	6.6	4.1	3.6	0.9	10.3	0.0	12.9	17.4	5.9
Religion	1.9	11.6	7.4	9.1	2.0	5.9	0.9	1.9	0.0	0.9	0.2	3.7	0.0	6.9	1.5
Actuarial, Statistics, Economics	1.0	0.3	0.0	0.0	0.0	1.3	0.6	2.7	1.1	0.0	0.8	0.0	0.0	1.4	1.1
Other	16.7	6.7	18.8	7.1	13.5	12.5	13.3	22.8	19.6	6.7	21.6	18.7	8.2	10.1	23.2

*Only the students who expect to be trained for a professional or technical occupation are included in the table.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 87

When you finish your education, what type of work or occupation will you be most qualified to go into?*

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL (Fourth year boys)														N.B.		QUE.
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.				
Health Education Science and Engineering Art, Writing and Music Architecture	7.5	14.5	13.7	6.0	13.8	8.8	6.4	11.6	13.8	10.9	5.3	5.8	15.8	8.1	11.4		
	17.1	49.4	21.8	32.2	27.2	19.6	17.0	14.3	25.2	21.9	9.7	46.7	22.1	20.4	16.8		
	13.0	2.8	8.1	15.6	13.7	13.3	11.0	12.0	16.9	16.3	14.9	0.0	17.5	11.4	19.6		
	5.6	0.4	2.8	3.9	3.9	7.9	5.5	5.6	4.9	8.9	5.7	8.8	2.5	6.7	12.0		
	11.9	13.2	0.0	6.0	11.1	6.0	19.4	4.6	6.6	6.4	8.3	5.8	12.5	6.1	5.8		
Law	4.3	2.1	11.0	8.1	6.0	2.2	4.1	3.2	5.1	8.3	3.5	0.0	7.6	2.1	2.5		
Accounting, Auditing and Computer Programming Religion Actuarial, Statistics, Economics Other	11.3	3.1	14.3	8.7	10.5	8.7	11.9	9.9	5.3	7.3	9.8	19.7	8.0	9.1	7.4		
	0.7	3.5	3.3	4.5	0.9	1.1	0.8	0.9	0.4	0.4	0.3	0.0	1.1	0.8	1.9		
	3.0	0.2	0.0	0.6	5.4	2.8	2.9	1.0	2.0	1.8	5.1	0.0	6.8	2.5	3.8		
	25.6	10.8	25.1	14.4	7.6	29.6	21.0	36.8	20.0	17.8	37.4	13.1	6.1	32.8	18.8		

*Only the students who expect to be trained for a professional or technical occupation are included in the table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 88

When you finish your education, what type of work or occupation will you be most qualified to go into?*

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL (First year girls)													
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	N.B.		QUE.
Health	40.0	39.4	55.2	47.0	48.8	44.5	32.5	43.9	43.2	46.8	31.5	58.8	40.7	49.2
Education	34.0	51.5	34.7	33.0	35.1	33.4	42.9	32.4	33.3	29.8	28.6	25.5	42.6	31.2
Science and Engineering	5.5	1.8	0.0	4.6	4.0	2.9	7.2	3.1	5.6	4.3	12.0	3.2	4.7	1.7
Art, Writing and Music	4.7	3.5	2.2	1.6	2.7	4.5	5.4	4.6	4.7	3.2	3.6	0.0	4.9	2.9
Architecture	0.4	0.0	0.0	0.0	0.0	0.1	0.2	1.0	0.2	0.5	2.0	0.0	0.0	0.3
Law	0.6	0.1	0.0	0.0	2.8	0.5	0.7	0.0	2.1	0.0	1.4	6.6	0.0	0.5
Accounting, Auditing and Computer Programming	0.7	0.1	0.0	0.0	0.0	1.2	0.1	0.2	0.1	0.0	0.7	0.0	0.0	1.3
Religion	0.4	1.4	2.5	3.9	0.6	0.8	—	0.0	0.2	2.6	0.1	0.6	0.5	1.0
Actuarial, Statistics, Economics	1.6	0.9	0.0	0.9	2.0	1.6	1.7	0.5	0.8	0.5	4.4	2.3	1.9	1.8
Other	12.0	1.2	5.4	9.0	3.9	10.5	9.3	14.3	9.8	12.2	15.7	3.0	4.7	10.4

*Only the students who expect to be trained for a professional or technical occupation are included in the table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 89

When you finish your education, what type of work or occupation will you be most qualified to go into?*

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL (Fourth year girls)										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Health	33.3	36.1	54.9	40.0	43.3	39.6	26.8	29.9	37.4	38.5	34.2	34.6	47.8	46.2	27.1
Education	34.5	49.8	30.8	42.4	28.8	33.3	41.8	36.2	28.9	30.1	30.1	36.9	24.6	33.5	32.9
Science and Engineering	4.5	3.1	0.0	3.8	5.3	4.3	4.3	4.1	3.8	3.2	5.3	1.9	7.0	1.5	9.8
Art, Writing and Music	6.6	1.3	2.7	2.8	3.0	4.4	7.5	3.3	7.8	8.9	7.0	2.1	3.4	2.3	8.5
Architecture	0.3	0.0	0.0	0.0	0.0	0.3	0.8	0.0	0.0	0.6	0.0	0.0	0.0	0.4	0.1
Law	0.2	1.5	0.0	0.0	0.0	0.1	0.4	0.1	0.2	0.1	0.1	0.0	0.0	0.0	0.3
Accounting, Auditing and Computer Programming	0.6	0.3	0.0	0.2	0.0	1.3	0.3	0.5	0.5	0.3	0.5	0.0	0.0	1.0	1.8
Religion	0.4	1.5	0.0	0.0	0.7	0.1	0.7	0.1	1.0	0.5	0.0	0.0	1.0	0.0	0.3
Actuarial, Statistics, Economics	1.7	0.4	0.0	1.0	3.1	3.5	3.5	0.5	0.9	1.2	0.1	5.5	1.8	3.9	2.8
Other	17.8	5.9	11.6	9.8	15.8	13.0	14.0	25.1	19.7	16.6	22.7	18.9	14.4	11.2	16.4

*Only the students who expect to be trained for a professional or technical occupation are included in the table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 90

Comparison of preferences, career expectations, and training expectations for selected occupations.

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
PROFESSIONAL AND TECHNICAL															
	54.7	52.3	59.6	52.3	49.1	51.3	56.4	57.3	56.6	54.4	58.5	48.9	49.1	47.9	60.8
	50.3	52.8	58.5	48.0	48.2	47.5	50.8	52.3	54.3	50.7	54.1	49.1	47.3	44.6	55.8
	50.4	51.3	59.4	48.6	46.3	48.9	49.7	53.4	53.1	49.3	55.6	46.7	45.5	46.1	57.2
CLERICAL AND SALES															
	10.2	8.8	11.2	10.8	14.0	9.4	11.1	10.4	9.1	9.6	9.6	19.3	11.3	9.8	7.2
	16.3	11.4	13.0	18.7	17.7	13.1	19.3	17.1	12.6	16.2	17.3	22.2	15.5	12.7	13.5
	17.2	10.7	12.9	17.3	19.9	13.0	21.7	17.3	12.8	17.3	18.9	25.9	16.7	13.0	11.9
SERVICE AND RECREATION															
	14.2	17.6	14.4	18.3	16.2	15.0	12.5	13.1	13.5	16.6	13.9	12.9	17.9	16.0	11.3
	10.8	13.2	13.0	14.6	11.7	13.2	8.2	9.7	10.0	12.5	9.7	9.7	12.6	14.5	7.6
	9.9	12.7	11.7	13.6	10.4	13.4	6.7	8.8	10.1	10.6	7.6	8.0	11.7	14.7	7.3
CRAFT AND PRODUCTION PROCESS															
	7.6	8.4	4.8	6.5	9.2	8.2	8.3	5.0	6.1	5.0	7.1	9.8	9.1	9.3	7.7
	8.9	8.9	5.4	6.2	10.9	10.6	9.0	5.9	5.9	6.2	8.6	12.4	10.6	12.1	9.1
	9.2	9.1	5.3	7.1	12.3	9.9	9.8	6.2	6.9	6.5	8.7	12.8	12.6	11.3	9.6

TABLE 91

Comparison of preferences, career and training expectations, and 1961 Labour Force for a data for selected occupations.

	TOTAL (First year boys)											N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	FR.	ENG.	FR.	ENG.		
PROFESSIONAL AND TECHNICAL	Preferences	40.8	32.3	36.6	40.3	26.1	40.1	42.7	37.2	36.6	41.5	43.4	29.9	24.0	37.7	51.8
	Career expectations	38.2	30.2	30.3	37.7	26.2	36.3	39.1	35.1	35.8	40.4	44.0	30.8	23.4	34.4	47.5
	Training expectations	40.3	29.0	36.0	39.0	23.7	38.2	39.2	38.1	38.7	38.8	47.1	26.6	19.7	36.4	49.2
	Male Labour Force, 1961	7.6	5.4	3.9	5.3	5.6	7.8	8.4	6.4	5.6	7.3	7.9	—	—	—	—
SERVICE AND RECREATION	Preferences	13.8	33.7	17.7	22.6	27.2	9.1	11.4	12.2	15.8	14.5	9.9	12.8	35.7	8.7	11.1
	Career expectations	11.1	29.6	17.9	19.1	20.0	7.3	8.0	10.8	13.5	12.5	7.8	11.1	25.8	7.2	8.1
	Training expectations	11.3	24.6	17.4	17.6	21.7	7.9	8.3	12.8	12.6	10.8	8.1	10.4	29.8	8.0	7.7
	Male Labour Force, 1961	8.5	7.5	7.8	15.7	10.4	7.5	8.6	9.1	5.2	7.9	9.7	—	—	—	—
FARMING	Preferences	4.1	0.1	13.5	3.1	2.2	3.7	3.6	7.8	17.2	12.2	2.9	2.5	1.9	4.4	0.3
	Career expectations	4.4	0.1	14.4	2.6	3.4	3.5	4.0	10.9	18.9	16.0	3.2	2.8	3.7	4.0	0.5
	Training expectations	4.8	0.1	13.2	4.9	2.3	4.9	5.0	11.5	20.3	16.5	3.0	2.4	2.2	5.6	0.4
	Male Labour Force, 1961	12.2	1.8	32.8	6.7	9.2	9.1	8.8	21.3	43.2	25.2	5.1	—	—	—	—
CRAFT AND PRODUCTION PROCESS	Preferences	18.1	13.2	18.1	16.9	21.7	16.8	22.2	18.4	13.9	11.8	16.5	27.5	17.9	17.8	11.4
	Career expectations	21.2	14.1	19.6	15.8	27.9	22.8	24.4	19.4	14.4	15.9	17.1	40.0	19.5	24.7	10.9
	Training expectations	19.9	13.3	17.8	19.4	26.3	21.5	23.5	19.8	13.9	15.4	16.4	34.1	20.4	23.4	10.0
	Male Labour Force, 1961	28.8	27.7	18.6	25.7	25.7	31.0	31.5	23.9	16.6	21.6	30.8	—	—	—	—

TABLE 92
Comparison of preferences, career and training expectations, and 1961 Labour Force data for selected occupations.

	TOTAL (Fourth year boys)										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
PROFESSIONAL AND TECHNICAL															
Preferences	52.3	41.8	49.8	41.2	41.4	53.6	55.0	56.6	50.9	47.2	50.5	41.3	44.1	52.1	58.0
Career expectations	48.0	44.9	45.4	42.0	39.6	51.0	50.1	48.8	48.6	45.8	47.8	45.5	38.6	49.5	56.3
Training expectations	51.0	40.0	47.5	44.5	38.9	53.8	51.8	58.2	50.4	46.2	54.5	46.8	37.1	53.3	55.4
Male Labour Force, 1961	7.6	5.4	3.9	5.3	5.6	7.8	8.4	6.4	5.6	7.3	7.9	—	—	—	—
SERVICE AND RECREATION															
Preferences	10.7	14.2	9.9	10.9	11.1	8.2	8.0	9.7	10.6	16.3	12.7	13.1	10.6	7.1	11.5
Career expectations	9.5	10.5	11.0	7.6	7.2	6.8	7.8	10.2	10.9	11.8	11.4	6.7	7.2	6.8	6.8
Training expectations	7.0	14.4	14.6	6.8	6.4	8.1	4.2	7.2	8.8	9.8	9.0	4.4	6.7	8.3	7.3
Male Labour Force, 1961	8.5	7.5	7.8	15.7	10.4	7.5	8.6	9.1	5.2	7.9	9.7	—	—	—	—
FARMING															
Preferences	2.3	0.0	13.6	0.6	0.4	0.8	0.9	3.9	9.1	5.8	1.7	0.0	0.4	0.8	0.6
Career expectations	2.7	0.0	15.4	0.7	0.0	1.2	1.2	3.6	11.0	7.4	1.5	0.0	0.0	1.5	0.0
Training expectations	2.3	0.0	11.4	0.0	0.4	0.7	1.0	4.0	9.5	6.2	1.6	0.0	0.4	0.8	0.0
Male Labour Force, 1961	12.2	1.8	32.8	6.7	9.2	9.1	8.8	21.3	43.2	25.2	5.1	—	—	—	—
CRAFT AND PRODUCTION PROCESS															
Preferences	10.4	14.8	6.8	10.7	14.0	10.1	12.9	5.8	9.3	10.1	9.6	13.4	14.1	12.2	3.8
Career expectations	13.6	15.8	9.2	11.9	16.3	12.1	15.2	9.9	9.6	12.5	14.4	9.8	17.4	14.2	4.9
Training expectations	15.2	15.5	7.8	11.1	19.8	11.4	19.8	7.5	11.7	12.3	14.4	7.2	22.4	13.3	5.0
Male Labour Force, 1961	28.8	27.7	18.6	25.7	25.7	31.0	31.5	23.9	16.6	21.6	30.8	—	—	—	—

TABLE 93

Comparison of preferences, career and training expectations, and 1961 Labour Force data for selected occupations.

	TOTAL (First year girls)																N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.					
PROFESSIONAL AND TECHNICAL																				
	59.1	69.1	68.2	62.8	63.4	56.1	57.0	61.3	66.9	67.9	63.0	66.7	61.7	53.1	67.9					
	54.1	70.0	67.0	53.0	60.0	54.9	51.6	60.5	67.4	68.3	57.6	70.9	53.4	52.7	64.0					
	53.8	70.8	68.2	57.1	61.2	55.4	48.2	58.0	63.6	67.4	59.3	71.5	54.9	53.3	65.1					
Female Labour Force, 1961	15.4	19.8	19.7	20.3	19.8	16.5	13.7	14.0	18.1	15.7	15.0	—	—	—	—					
CLERICAL AND SALES																				
	18.8	14.7	17.0	19.6	18.9	16.1	21.1	20.6	15.8	13.5	16.9	15.9	20.5	16.5	14.7					
	25.4	16.2	17.7	28.5	21.5	19.5	29.2	24.3	17.3	16.5	29.3	13.9	26.0	19.1	20.8					
	28.1	15.7	21.2	27.4	21.7	18.6	34.9	26.6	24.5	16.1	27.8	15.9	25.3	18.8	17.6					
Female Labour Force, 1961	37.2	34.4	27.2	35.1	33.1	31.5	41.3	37.6	30.3	37.3	42.3	—	—	—	—					
SERVICE AND RECREATION																				
	18.3	13.4	13.7	14.8	15.4	24.4	18.0	15.9	15.6	15.3	15.2	15.2	15.6	27.0	14.3					
	16.3	10.1	15.0	14.4	14.7	22.7	14.5	11.8	10.6	12.9	9.2	11.8	16.5	25.4	11.7					
	14.2	8.9	8.6	11.8	11.1	22.3	12.9	11.7	8.6	14.2	8.6	8.8	12.6	24.1	14.1					
Female Labour Force, 1961	22.4	27.6	27.1	27.4	27.0	21.1	21.3	23.9	24.4	23.8	23.9	—	—	—	—					

TABLE 94
Comparison of preferences, career and training expectations, and 1961 Labour Force data for selected occupations.

	TOTAL (Fourth year girls)										N. B.		Q. E.			
	CAN.	NFLD.	P. E. I.	N. S.	N. B.	Q. E.	ONT.	MAN.	SASK.	ALTA.	B. C.	FR.	ENG.	FR.	ENG.	
PROFESSIONAL AND TECHNICAL																
	Preferences	66.4	71.8	79.9	74.3	65.3	68.2	62.3	73.5	70.0	67.6	67.9	61.4	66.7	64.0	78.1
	Career expectations	57.3	70.3	78.0	69.1	65.8	61.8	49.2	66.1	64.1	60.2	60.8	63.7	66.5	60.3	66.2
	Training expectations	55.0	70.2	77.5	67.5	65.6	60.2	47.2	67.3	64.7	57.7	57.0	71.3	63.0	56.9	68.5
Female Labour Force, 1961	15.4	19.8	19.7	20.3	19.8	16.5	13.7	14.0	18.1	15.7	15.0	—	—	—	—	
CLERICAL AND SALES																
	Preferences	17.9	14.9	16.3	15.5	19.8	17.2	22.2	14.6	15.4	14.7	14.0	23.4	18.5	20.2	10.9
	Career expectations	32.2	26.2	20.0	27.2	25.6	26.7	40.2	25.6	25.7	25.7	27.4	23.8	29.8	28.0	25.8
	Training expectations	36.4	25.5	19.3	27.5	27.4	26.8	45.1	25.7	22.4	30.8	33.6	28.7	27.0	27.0	25.3
Female Labour Force, 1961	37.2	34.4	27.2	35.1	33.1	31.5	41.3	37.6	30.3	37.3	42.3	—	—	—	—	
SERVICE AND RECREATION																
	Preferences	12.5	11.9	3.3	7.6	11.3	12.3	11.6	8.9	11.6	15.0	15.6	12.3	11.0	13.8	9.1
	Career expectations	6.9	2.8	1.7	1.0	5.7	9.3	6.1	4.1	7.4	10.1	9.0	4.4	6.3	11.4	4.0
	Training expectations	4.8	2.1	1.8	1.5	4.0	11.4	3.9	2.9	8.9	7.2	5.5	0.0	5.7	14.9	3.5
Female Labour Force, 1962	22.4	27.6	27.1	27.4	27.0	21.1	21.3	23.9	24.4	23.8	23.9	—	—	—	—	

TABLE 95

Comparison of preferences, career and training expectations for selected professional and technical occupations.

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
HEALTH															
	28.5	36.6	48.9	35.6	38.7	29.1	24.4	30.2	35.7	30.9	27.3	41.4	37.2	30.1	25.8
	28.6	32.0	50.7	37.0	38.5	29.3	23.5	31.8	34.4	31.5	29.8	41.3	36.9	30.5	25.2
Training expectations	25.5	30.5	45.3	34.9	35.0	27.8	20.8	26.0	31.3	27.7	23.1	37.8	33.2	29.2	23.2
EDUCATION															
	23.2	36.1	22.2	27.2	22.8	22.7	26.7	19.3	18.0	20.1	18.2	23.1	22.5	22.9	22.0
	29.0	42.9	28.7	31.9	27.6	26.5	34.4	26.5	26.7	26.5	22.5	25.0	28.8	25.2	29.7
Training expectations	27.0	45.6	29.7	29.8	28.2	24.1	32.3	23.9	25.8	24.5	20.9	29.2	27.3	23.3	26.2
SCIENCE AND ENGINEERING															
	10.5	4.7	2.9	7.6	9.5	10.1	11.0	9.5	10.7	12.1	11.3	6.9	10.9	9.2	12.4
	8.6	5.0	2.2	7.0	7.3	8.4	9.1	7.7	9.4	10.1	8.3	5.0	8.6	7.8	10.4
Training expectations	9.2	4.3	2.8	7.1	8.4	8.6	9.7	8.0	10.3	11.4	9.7	5.3	10.3	7.8	11.2

TABLE 96

Comparison of preferences, career and training expectations for selected professional and technical occupations.

	TOTAL (First year boys)										N.B.		Q.E.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
HEALTH															
Preferences	15.4	19.1	38.5	23.0	13.1	19.0	18.2	25.7	18.9	16.8	9.8	15.2	18.0	19.3	18.0
Career expectations	15.3	17.5	41.0	20.8	13.9	15.6	17.0	22.4	15.4	15.4	10.4	18.9	9.8	15.7	14.8
Training expectations	15.1	14.7	29.2	22.3	9.0	17.7	16.7	15.4	15.1	13.7	11.4	5.2	13.3	17.6	18.4
Male Labour Force, 1961	11.8	9.9	16.1	13.5	11.1	11.2	11.0	14.7	16.3	11.8	14.0	—	—	—	—
EDUCATION															
Preferences	16.0	34.4	13.8	17.1	22.3	15.2	16.0	7.4	11.7	12.2	8.2	26.5	19.0	17.5	6.9
Career expectations	18.4	34.0	17.2	24.6	28.8	16.3	18.7	11.7	18.0	19.6	11.8	24.6	31.7	18.3	12.0
Training expectations	17.6	40.3	19.8	17.3	25.0	14.7	18.8	12.0	14.9	17.0	11.5	28.0	21.1	15.8	9.2
Male Labour Force, 1961	17.7	34.6	21.6	18.2	23.6	17.2	15.1	21.2	28.3	19.1	19.7	—	—	—	—
SCIENCE AND ENGINEERING															
Preferences	17.5	4.9	10.1	14.5	18.8	12.4	16.5	18.1	23.5	32.5	20.9	17.4	19.3	10.8	13.1
Career expectations	15.6	7.1	6.6	13.8	16.8	11.9	15.2	14.6	23.6	33.2	21.1	16.4	17.4	11.2	15.4
Training expectations	15.4	7.5	11.1	12.0	19.5	13.1	14.8	17.9	20.9	36.0	21.5	21.6	17.6	12.6	15.3
Male Labour Force, 1961	16.5	10.0	12.2	15.2	13.9	16.0	18.0	12.6	12.6	21.1	13.7	—	—	—	—

TABLE 97

Comparison of preferences, career and training expectations for selected professional and technical occupations.

		TOTAL (Fourth year boys)										N.B.		QUE.		
		CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
HEALTH	Preferences	12.3	14.5	14.8	12.0	19.4	11.0	10.9	15.0	15.6	15.4	10.1	6.5	22.0	10.5	12.4
	Career expectations	9.9	14.6	14.4	6.4	12.2	9.9	9.0	14.4	12.3	12.1	9.8	3.4	14.0	9.0	12.6
	Training expectations	7.5	14.5	13.7	6.0	13.8	8.8	6.4	11.6	13.8	10.9	5.3	5.8	15.8	8.1	11.4
	Male Labour Force, 1961	11.8	9.9	16.1	13.5	11.1	11.2	11.0	14.7	16.3	11.8	14.0	—	—	—	—
EDUCATION	Preferences	15.7	36.1	18.7	17.5	18.8	20.0	16.0	13.7	14.0	15.5	15.2	30.1	16.5	20.8	17.8
	Career expectations	21.4	39.3	31.5	35.7	26.3	24.6	21.3	17.9	28.3	24.3	15.2	31.9	25.0	25.1	23.0
	Training expectations	17.1	49.4	21.8	32.2	27.2	19.6	17.0	14.3	25.2	21.9	9.7	46.7	22.1	20.4	16.8
	Male Labour Force, 1961	17.7	34.6	21.6	18.2	23.6	17.2	15.1	21.2	28.3	19.1	19.7	—	—	—	—
SCIENCE AND ENGINEERING	Preferences	15.4	6.7	8.5	7.0	14.6	15.4	13.2	14.4	22.1	16.8	15.0	0.0	17.6	13.4	20.6
	Career expectations	11.9	7.6	8.9	7.6	13.7	11.9	9.5	15.1	19.3	16.6	9.1	0.0	16.7	10.5	16.2
	Training expectations	13.0	2.8	8.1	15.6	13.7	13.3	11.0	12.0	16.9	16.3	14.9	0.0	17.5	11.4	19.6
	Male Labour Force, 1961	16.5	10.0	12.2	15.2	13.9	16.0	18.0	12.6	12.6	21.1	13.7	—	—	—	—

TABLE 98

Comparison of preferences, career and training expectations for selected professional and technical occupations.

	TOTAL (First year girls)										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
HEALTH															
Preferences	42.9	42.9	57.8	44.5	50.2	44.5	35.3	47.7	49.5	46.2	36.6	61.5	43.1	49.3	29.8
Career expectations	42.5	39.9	56.3	52.3	47.8	45.0	34.5	43.8	48.5	49.8	37.5	57.1	40.3	49.7	29.0
Training expectations	40.0	39.4	55.2	47.0	48.8	44.5	32.5	43.9	43.2	46.8	31.5	58.8	40.7	49.2	26.7
Female Labour Force, 1961	35.3	31.2	35.1	36.9	32.4	27.3	39.0	37.4	40.4	37.0	43.3	—	—	—	—
EDUCATION															
Preferences	28.6	43.4	28.9	33.4	32.4	33.2	35.1	25.3	22.8	26.9	22.0	26.1	36.5	33.6	32.0
Career expectations	33.6	46.6	33.6	28.4	36.1	36.7	41.8	44.8	31.6	28.1	31.4	24.3	45.6	34.8	42.8
Training expectations	34.0	51.5	34.7	33.0	35.1	33.4	42.9	32.4	33.3	29.8	28.6	25.5	42.6	31.2	41.5
Female Labour Force, 1961	46.3	56.8	53.7	49.7	54.1	53.5	40.1	46.0	46.0	48.1	38.0	—	—	—	—
SCIENCE AND ENGINEERING															
Preferences	6.9	2.8	1.1	6.2	4.7	3.8	7.7	4.1	5.6	7.2	12.6	1.9	6.5	1.7	10.5
Career expectations	5.5	5.0	0.5	7.4	4.4	3.7	7.3	2.8	3.5	3.4	10.1	5.0	4.0	1.8	10.4
Training expectations	5.5	1.8	0.0	4.6	4.0	2.9	7.2	3.1	5.6	4.3	12.0	3.2	4.7	1.7	7.8
Female Labour Force, 1961	0.4	0.1	0.2	0.3	0.2	0.4	0.5	0.3	0.2	0.5	0.5	—	—	—	—

TABLE 99

Comparison of preferences, career and training expectations for selected professional and technical occupations.

	TOTAL (Fourth year girls)												N. B.		QUE.	
	CAN.	NFLD.	PEL.	N. S.	N. B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B. C.	FR.	ENG.	FR.	ENG.	
HEALTH																
Preferences	34.6	41.0	50.2	42.6	48.9	40.5	26.9	32.5	37.7	41.5	37.5	33.9	54.7	45.9	30.8	
Career expectations	38.0	35.0	54.8	40.5	48.0	44.5	28.7	37.4	39.1	42.2	44.4	34.2	53.9	50.6	30.6	
Training expectations	33.3	36.1	54.9	40.0	43.3	39.6	26.8	29.9	37.4	38.5	34.2	34.6	47.8	46.2	27.1	
Female Labour Force, 1961	35.3	31.2	35.1	36.9	32.4	27.3	39.0	37.4	40.4	37.0	43.3	—	—	—	—	
EDUCATION																
Preferences	27.3	40.6	23.4	35.5	20.6	27.4	35.1	23.5	22.1	21.6	22.1	28.2	17.6	26.0	29.9	
Career expectations	35.3	51.5	31.1	40.3	29.1	32.5	43.8	38.5	30.9	29.4	29.4	32.0	27.6	31.2	35.5	
Training expectations	34.5	49.8	30.8	42.4	28.8	33.3	41.8	36.2	28.9	30.1	30.1	36.9	24.6	33.5	32.9	
Female Labour Force, 1961	46.3	56.8	53.7	49.7	54.1	53.5	40.1	46.0	46.0	48.1	38.0	—	—	—	—	
SCIENCE AND ENGINEERING																
Preferences	5.1	2.8	0.7	3.9	5.7	4.4	4.8	4.9	5.2	3.1	6.6	3.0	6.7	3.0	7.0	
Career expectations	3.3	3.8	0.0	4.4	4.8	4.0	3.8	2.1	3.1	2.6	2.5	2.0	6.0	0.8	11.3	
Training expectations	4.5	3.1	0.0	3.8	5.3	4.3	4.3	4.1	3.8	3.2	5.3	—	—	—	—	
Female Labour Force, 1961	0.4	0.1	0.2	0.3	0.2	0.4	0.5	0.3	0.2	0.5	0.5	—	—	—	—	

TABLE 100

What is your father's occupation? (Indicate it as accurately as you can, using two words if possible: for example write "shoe salesman" instead of just "salesman"; or write "electrical engineer" instead of just "engineer". If he is retired or deceased, say what his occupation was).*

	TOTAL														N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.			
Managerial Professional and Technical Clerical and Sales Service and Recreation Transport and Communication Farmers and Farm Workers Loggers, Fishermen, Miners, etc. Craftsmen and Production Process Workers Labourers Industry mentioned, but no Occupation No Answer or Don't Know	3.3	6.9	0.6	2.5	2.6	3.9	3.0	3.0	3.6	2.3	2.9	3.2	2.3	4.2	3.1			
	8.9	3.4	6.0	7.8	6.5	7.4	10.9	9.5	7.6	9.1	10.1	2.9	8.9	4.8	16.8			
	9.4	5.6	7.2	7.7	9.2	8.1	11.1	9.9	6.3	9.6	10.5	6.5	11.1	7.4	10.3			
	4.9	3.6	4.5	7.8	7.0	4.6	4.7	6.2	3.2	5.8	5.2	2.9	9.8	4.1	6.1			
	10.0	8.3	9.8	10.2	13.1	8.9	10.0	12.3	5.3	10.2	13.0	8.4	14.9	8.1	10.6			
	9.8	0.3	26.3	4.4	7.1	8.0	6.8	16.0	40.3	23.5	4.3	7.3	6.5	9.6	1.9			
	3.2	26.2	6.5	10.2	5.8	2.9	1.1	3.4	0.3	1.0	5.2	10.1	2.7	3.5	1.1			
	25.9	19.4	17.6	26.5	24.9	24.4	30.4	20.7	13.1	21.3	29.1	23.8	25.7	24.5	24.3			
	4.2	4.6	4.8	5.6	5.6	5.9	3.7	3.2	1.5	1.9	2.7	7.9	3.9	6.4	4.1			
	3.7	2.6	3.0	5.0	3.6	3.3	4.1	4.5	2.0	2.7	4.0	3.5	5.2	2.3	8.1			
16.7	19.2	13.7	11.1	14.7	22.7	14.2	11.4	16.8	12.8	13.0	23.6	9.0	25.0	13.7				

*The student was asked to write down his response which was coded by a research staff using the Occupational Classification Manual of the Dominion Bureau of Statistics (1961). Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 101

What is your father's occupation? (Indicate it as accurately as you can, using two words if possible: for example write "shoe salesman" instead of just "salesman"; or write "electrical engineer" instead of just "engineer". If he is retired or deceased, say what his occupation was).*

	PROFESSIONAL AND TECHNICAL FIELDS										TOTAL			N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.		
Health	11.1	7.9	27.7	9.1	10.5	10.0	9.6	11.3	13.7	12.1	16.0	13.5	9.9	13.7	5.9		
Education	9.6	23.6	11.8	9.9	14.3	5.8	8.6	9.5	14.7	18.3	12.5	16.1	14.0	6.7	4.9		
Science and Engineering	24.7	22.5	16.5	24.6	28.9	28.5	21.5	32.0	43.1	25.6	17.5	33.2	27.8	26.4	30.7		
Art, Writing and Music	3.1	1.2	1.3	3.9	3.2	3.6	2.9	2.9	2.0	3.3	3.2	0.0	3.9	4.0	3.1		
Architecture	5.0	8.2	3.5	3.3	13.9	6.5	5.9	2.5	0.5	4.3	3.0	7.8	15.1	7.4	5.5		
Law	2.1	3.2	7.0	2.7	2.9	2.2	1.6	2.3	2.2	2.3	2.9	3.1	2.9	1.9	2.6		
Accounting, Auditing and Computer Programming	11.2	9.6	9.5	11.7	9.4	14.9	9.2	9.5	5.7	11.5	12.0	12.5	8.8	15.8	13.6		
Religion	3.5	3.5	5.8	5.6	5.1	0.5	3.3	2.3	6.1	4.4	8.0	0.0	6.2	0.0	1.1		
Actuarial, Statistics, Economics	16.8	9.3	3.5	9.4	3.8	15.4	24.3	8.9	4.2	7.6	12.9	8.1	3.0	8.5	23.1		
Other	12.8	11.1	13.5	19.6	8.0	12.6	13.1	18.8	7.8	10.6	12.2	5.7	8.4	15.6	9.5		

*Only the students with a father having a professional or technical occupation are included in the table. Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 102

Occupational distribution of Male Labour Force, 1961*

	TOTAL										
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
Managerial	10.2	7.8	7.4	8.8	9.0	9.6	11.1	9.5	8.5	10.5	11.8
Professional and Technical	7.6	5.4	3.9	5.3	5.6	7.8	8.4	6.4	5.6	7.3	7.9
Clerical and Sales	12.5	10.0	7.2	10.2	10.6	13.5	13.6	12.2	8.2	10.9	11.8
Service and Recreation	8.5	7.5	7.8	15.7	10.4	7.5	8.6	9.1	5.2	7.9	9.7
Transport and Communication	7.5	9.6	6.9	8.2	8.7	8.2	7.2	7.2	5.2	6.9	8.1
Farmers and Farm Workers	12.2	1.8	32.8	6.7	9.2	9.1	8.8	21.3	43.2	25.2	5.1
Loggers, Fishermen, Miners, etc.	3.8	18.2	8.5	10.3	10.4	3.7	2.3	2.0	1.7	2.3	5.3
Craftsmen and Production Process Workers	28.8	27.7	18.6	25.7	25.7	31.0	31.5	23.9	16.6	21.6	30.8
Labourers	6.2	8.5	5.0	7.3	8.3	6.7	6.1	6.1	3.8	5.1	6.4
Occupation not stated	2.6	3.5	2.1	2.0	2.3	3.0	2.5	2.4	2.2	2.3	3.0

*Source: Census of Canada, 1961 — Bulletin 3.1 — 3

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 103

Occupational distribution of the Female Labour Force, 1961*

	TOTAL										
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
Managerial	3.3	7.7	3.1	4.1	4.3	3.1	3.0	2.4	2.9	3.0	4.6
Professional and Technical	15.4	19.8	19.7	20.3	19.8	16.5	13.7	14.0	18.1	15.7	15.0
Clerical and Sales	37.2	34.4	27.2	35.1	33.1	31.5	41.3	37.6	30.3	37.3	42.3
Service and Recreation	22.4	27.6	27.1	27.4	27.0	21.1	21.3	23.9	24.4	23.8	23.9
Transport and Communication	2.1	2.1	2.3	2.5	2.3	2.0	2.1	2.3	2.5	2.5	2.3
Farmers and Farm Workers	4.3	0.4	8.0	0.8	1.3	3.2	3.3	7.7	15.9	10.3	2.0
Loggers, Fishermen, Miners etc.	—	0.1	0.3	—	0.1	—	—	—	—	—	0.1
Craftsmen and Production Process Workers	11.6	4.4	8.5	6.9	8.5	18.1	12.1	8.9	2.5	4.2	6.0
Labourers	1.2	0.4	1.1	0.7	1.0	1.4	1.4	1.0	0.5	0.8	1.0
Industry mentioned, but no Occupation	2.4	3.1	2.8	2.0	2.6	3.2	2.8	2.2	2.8	2.5	3.0

*Source: Census of Canada, 1961 — Bulletin c. 1-3.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 104
Distribution of Male Professional and Technical Labour Force*

PROFESSIONAL TECHNICAL FIELDS	TOTAL										
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
Health	11.8	9.9	16.1	13.5	11.1	11.2	11.0	14.7	16.3	11.8	14.0
Education	17.7	34.6	21.6	18.2	23.6	17.2	15.1	21.2	28.3	19.1	19.7
Science and Engineering	16.5	10.0	12.2	15.2	13.9	16.0	18.0	12.6	12.6	21.1	13.7
Art, Writing and Music	5.6	2.7	4.5	4.4	3.2	6.2	6.2	5.3	3.3	3.5	5.1
Architecture	8.7	7.7	5.3	8.8	7.7	6.9	9.7	9.1	6.9	10.5	9.5
Law	3.5	2.0	4.8	3.3	3.2	3.4	3.5	4.1	3.2	3.9	3.9
Accounting, Auditing and Computer Programming	8.4	4.9	6.4	8.4	7.7	8.1	8.8	7.4	4.6	7.3	10.8
Religion	6.7	9.7	15.9	10.0	11.6	8.5	5.0	6.7	10.9	6.3	4.4
Actuarial, Statistics, Economics	1.3	0.2	0.1	0.4	0.6	1.4	1.7	1.1	0.5	0.5	0.7
Other	19.8	18.4	13.1	17.8	17.4	21.1	21.0	17.8	13.3	16.1	18.2

*Source: Census of Canada, 1961—Bulletin 3.1-3.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 105
Distribution of Female Professional and Technical Labour Force*

PROFESSIONAL AND TECHNICAL FIELDS	TOTAL										
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
Health	35.3	31.2	35.1	36.9	32.4	27.3	39.0	37.4	40.4	37.0	43.3
Education	46.3	56.8	53.7	49.7	54.1	53.5	40.1	46.0	46.0	48.1	38.0
Science and Engineering	0.4	0.1	0.2	0.3	0.2	0.4	0.5	0.3	0.2	0.5	0.5
Art, Writing and Music	4.3	2.2	3.1	3.5	2.8	3.7	5.2	4.5	3.9	4.1	5.2
Architecture	0.4	—	0.0	0.1	—	0.4	0.5	0.2	—	0.5	0.4
Law	0.1	—	0.0	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.2
Accounting, Auditing and Computer Programming	0.6	0.1	0.1	0.5	0.6	0.4	0.8	0.3	0.3	0.4	1.1
Religion	3.6	5.1	3.3	3.1	4.6	6.7	2.3	1.8	2.3	1.6	1.2
Actuarial, Statistics, Economics	0.3	0.1	0.0	0.1	0.1	0.3	0.4	0.4	0.1	0.1	0.1
Other	8.8	4.4	4.5	5.8	5.1	7.4	11.1	9.0	6.7	7.6	10.1

*Source: Census of Canada, 1961—Bulletin 3.2-3.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 106

Before you entered this programme or course of study, had you decided what kind of occupation you would like to have when you finish your schooling?

	TOTAL *										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	EN.	FR.	EN.
I was fairly well decided	29.3	32.7	23.1	32.8	35.0	31.2	27.6	27.6	25.1	30.9	27.8	40.7	32.4	31.9	29.9
I had some idea but not definitely decided	39.9	38.3	37.7	40.5	40.3	37.9	41.6	42.5	42.6	38.8	39.4	36.6	42.0	37.3	39.5
I don't remember	1.1	1.8	2.1	0.9	1.8	1.6	0.6	0.6	1.1	0.8	1.1	3.8	0.9	1.6	1.5
I still had not made up my mind	29.8	27.2	37.1	25.8	22.9	29.2	30.1	29.3	31.3	29.5	31.7	19.0	24.7	29.2	29.1

*The students who have not chosen a programme of study are not included in this table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 107

Percentage of students saying they were fairly well decided about the kind of occupation they would like as a career before entering their programme of study in high school, by sex and grade.

	TOTAL	BOYS*						GIRLS*					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	29.3	35.0	28.7	26.9	22.5	21.1	17.6	36.3	34.4	33.6	31.6	32.0	25.2
NFLD.	32.7	—	28.2	30.4	26.4	—	—	—	27.1	37.1	46.9	—	—
P.E.I.	23.1	—	16.8	15.5	17.2	20.2	—	—	25.8	28.3	28.2	27.7	—
N.S.	32.8	—	27.9	28.9	26.5	16.8	—	—	41.3	32.2	39.1	50.2	—
N.B.	35.0	—	38.3	35.5	29.2	25.3	—	—	34.5	43.0	37.0	34.2	—
QUE.	31.2	35.0	31.3	28.8	21.5	30.9	—	36.3	29.0	37.1	29.8	45.9	—
ONT.	27.6	—	27.6	24.4	22.3	19.9	17.8	—	38.6	32.2	30.2	29.1	22.8
MAN.	27.6	—	31.7	25.7	19.9	18.7	—	—	33.0	33.4	32.3	28.7	—
SASK.	25.1	—	23.1	21.0	19.6	25.5	—	—	25.2	27.0	26.0	34.4	—
ALTA.	30.9	—	32.1	31.2	24.8	24.5	—	—	43.8	36.1	29.4	32.6	—
B.C.	27.8	—	21.3	24.9	23.1	18.4	16.4	—	37.7	30.6	34.8	33.3	41.7
N.B.-F.	40.7	—	41.4	42.8	35.3	38.9	—	—	30.9	43.9	48.0	38.5	—
N.B.-E.	32.4	—	35.7	31.7	25.8	22.6	—	—	37.3	43.4	29.4	32.9	—
QUE.-F.	31.9	35.8	32.6	29.6	21.1	31.0	—	37.9	28.3	38.2	31.1	46.4	—
QUE.-E.	29.9	30.5	25.0	24.5	23.2	18.8	—	28.9	31.6	34.7	26.6	40.0	—

* The students who have not chosen a programme of study are not included in this table.

TABLE 108

Percentage of students who had not made up their minds about their future career when they entered their programme of study in high school, by sex and grade

	TOTAL	BOYS*						GIRLS*					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	29.8	25.4	30.8	33.6	38.3	41.8	47.4	21.1	20.7	22.2	25.4	27.8	38.1
Nfld.	27.2	—	42.1	25.9	31.5	—	—	—	30.7	18.1	12.0	—	—
P.E.I.	37.1	—	48.6	50.5	41.2	30.9	—	—	36.6	24.9	32.2	32.7	—
N.S.	25.8	—	29.8	30.1	30.2	39.4	—	—	21.8	26.3	14.7	14.2	—
N.B.	22.9	—	18.0	23.2	29.7	32.7	—	—	19.5	17.2	20.1	22.8	—
QUE.	29.3	25.4	30.5	33.3	41.7	44.2	—	21.1	25.0	23.5	33.6	24.9	—
ONT.	30.1	—	30.2	34.0	38.1	43.6	48.4	—	15.7	21.8	24.6	25.9	39.1
MAN.	29.3	—	32.0	32.5	36.6	39.9	—	—	19.9	21.0	22.5	29.3	—
SASK.	31.3	—	32.9	36.3	39.8	35.9	—	—	24.8	25.0	26.2	30.3	—
ALTA.	29.5	—	26.5	31.6	40.5	38.3	—	—	21.8	22.4	23.8	26.0	—
B.C.	31.7	—	33.4	38.3	35.0	43.1	41.9	—	20.3	21.9	23.0	33.6	32.7
N.B.-F.	19.0	—	10.6	20.2	24.4	22.9	—	—	18.4	17.0	13.8	33.4	—
N.B.-E.	24.7	—	23.8	24.8	32.7	34.7	—	—	20.4	17.4	24.5	19.7	—
QUE.-F.	29.0	24.2	29.8	33.4	42.9	44.3	—	19.8	25.9	22.2	33.4	25.2	—
QUE.-E.	29.1	32.3	33.7	32.8	37.0	25.0	—	27.1	21.9	26.4	34.0	21.5	—

* The students who have not chosen a programme of study are not included in this table.

TABLE 109

Did you have this career in mind before or after you got into the present programme or course of study?

	TOTAL*												N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
Before after	65.7	71.5	69.6	66.5	67.1	62.4	66.8	72.6	70.4	72.8	62.5	60.3	71.6	60.2	72.1	
	34.3	28.5	30.4	33.5	32.9	37.6	33.2	27.4	29.6	27.2	37.5	39.7	28.4	39.8	27.9	

*The students who have not chosen a programme of study are not included in this table.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 110

Percentage of students who had their career in mind before going into their programme of study in high school, by sex and grade

	TOTAL	BOYS*						GIRLS*					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	65.7	77.4	69.5	64.2	52.8	46.1	37.4	81.3	78.7	74.6	64.7	59.5	48.6
NFLD.	71.5	—	70.9	66.4	56.5	—	—	—	83.8	78.9	70.3	—	—
P.E.I.	69.6	—	73.5	64.5	53.8	47.4	—	—	79.2	79.3	64.3	59.4	—
N.S.	66.5	—	59.3	63.4	58.5	40.4	—	—	81.1	78.5	63.0	67.4	—
N.B.	67.1	—	71.0	74.1	54.5	48.1	—	—	68.8	82.1	68.5	57.1	—
QUE.	62.4	77.4	59.9	53.0	38.9	47.9	—	81.3	65.5	64.2	47.3	65.0	—
ONT.	66.8	—	79.0	67.1	57.5	42.8	36.4	—	88.5	77.5	68.0	61.9	46.3
MAN.	72.6	—	82.7	82.5	61.9	50.3	—	—	89.9	85.9	67.8	59.7	—
SASK.	70.4	—	79.7	67.7	59.5	52.3	—	—	90.5	74.0	71.5	61.5	—
ALTA.	72.8	—	77.3	86.3	64.0	53.9	—	—	84.4	89.0	71.8	59.1	—
B.C.	62.5	—	67.8	66.1	60.3	44.8	42.8	—	78.2	67.7	72.0	53.6	63.8
N.B.-F.	60.3	—	67.8	62.5	46.3	33.9	—	—	60.7	72.3	64.7	42.5	—
N.B.-E.	71.6	—	74.1	81.5	59.8	49.6	—	—	76.8	88.7	71.6	63.6	—
QUE.-F.	60.2	76.1	57.7	51.1	36.1	48.0	—	79.8	61.7	60.7	41.5	64.3	—
QUE.-E.	72.1	84.6	71.9	63.2	49.6	31.2	—	88.0	80.0	72.2	60.8	72.9	—

* The students who have not chosen a programme of study are not included in this table.

TABLE 111

Percentage of students who did not express an occupational preference and a career and a training expectation.

		TOTAL										N.B.				QUE.	
		CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
Occupational preference		28.8	31.9	35.1	24.8	31.8	34.1	25.1	27.9	29.5	26.8	24.6	43.7	23.6	35.9	27.6	
Occupational expectation		36.3	39.4	46.1	36.3	37.6	38.4	33.3	39.3	41.3	37.0	35.5	46.3	31.6	38.4	37.9	
Training expectation		32.2	39.1	44.4	38.6	37.7	31.7	28.9	37.4	40.7	37.0	29.4	44.2	33.0	31.1	33.7	

TABLE 112
Percentage of students who did not express an occupational preference, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	28.8	42.8	38.4	32.1	30.1	27.5	24.8	29.8	27.4	22.8	19.1	18.6	16.9
N.F.L.D.	31.9	—	42.0	34.8	33.7	—	—	—	31.6	20.6	19.7	—	—
P.E.I.	35.1	—	48.9	52.3	40.6	27.2	—	—	32.1	26.9	23.7	19.6	—
N.S.	24.8	—	41.9	31.6	23.8	25.2	—	—	19.2	22.8	13.5	12.5	—
N.B.	31.8	—	44.3	38.0	34.8	30.5	—	—	38.6	25.5	22.7	15.8	—
QUE.	34.1	42.8	39.0	35.3	33.4	25.5	—	29.8	32.8	26.0	23.6	17.8	—
ONT.	25.1	—	36.3	29.3	25.6	27.8	24.5	—	22.5	21.4	18.2	18.6	18.5
MAN.	27.9	—	41.4	33.4	29.9	29.6	—	—	30.9	22.1	17.5	18.7	—
SASK.	29.5	—	40.2	35.4	34.5	31.1	—	—	27.0	21.8	20.5	24.3	—
ALTA.	26.8	—	34.8	34.8	30.0	28.0	—	—	27.1	24.7	16.8	18.3	—
B.C.	24.6	—	37.7	32.0	30.5	25.4	26.0	—	21.8	20.6	16.9	18.7	6.2
N.B.-F.	43.7	—	58.0	49.1	45.8	44.7	—	—	53.1	38.3	28.8	20.1	—
N.B.-E.	23.6	—	30.9	30.9	28.0	26.4	—	—	25.4	16.0	17.7	13.9	—
QUE.-F.	35.9	43.5	39.9	36.9	36.5	26.6	—	30.8	35.4	28.9	24.2	17.8	—
QUE.-E.	27.6	38.4	34.2	27.5	21.7	17.6	—	25.7	23.4	19.7	22.3	18.5	—

TABLE 113
Percentage of students who did not express a career expectation, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	36.3	47.1	45.8	42.4	38.6	36.8	31.2	41.9	34.5	31.3	25.2	20.6	19.7
NFLD.	39.4	—	50.8	43.9	34.7	—	—	—	42.1	28.3	27.0	—	—
P.E.I.	46.1	—	58.5	63.2	54.2	39.6	—	—	44.5	37.3	34.9	28.3	—
N.S.	36.3	—	55.7	44.4	38.9	35.7	—	—	35.1	33.8	22.4	8.5	—
N.B.	37.6	—	53.8	44.8	39.9	35.4	—	—	44.9	30.5	27.5	19.7	—
QUE.	38.4	47.1	41.5	40.0	38.3	35.3	—	41.9	32.7	32.4	18.0	13.2	—
ONT.	33.3	—	45.9	40.8	34.4	38.3	31.2	—	32.3	28.9	26.0	19.6	19.6
MAN.	39.3	—	52.8	45.4	45.0	41.9	—	—	40.7	37.2	26.2	22.9	—
SASK.	41.3	—	52.2	50.3	41.3	40.0	—	—	42.7	34.2	34.8	31.3	—
ALTA.	37.0	—	46.9	47.0	41.0	36.6	—	—	38.7	35.8	27.4	21.9	—
B.C.	35.5	—	48.4	43.5	42.3	32.9	31.2	—	31.0	29.2	27.8	20.5	21.2
N.B.-F.	46.3	—	62.4	53.9	47.7	52.7	—	—	55.8	37.7	31.3	20.0	—
N.B.-E.	31.6	—	45.6	39.0	35.0	30.7	—	—	34.9	25.0	24.3	19.6	—
QUE.-F.	38.4	46.2	40.8	39.7	38.9	35.4	—	42.2	32.2	34.0	15.1	12.5	—
QUE.-E.	37.9	51.0	45.0	41.6	36.0	29.4	—	40.0	34.5	29.0	24.3	21.5	—

TABLE 114

Percentage of students who did not express a training expectation, by sex and grade.

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	32.2	36.9	41.1	36.5	32.6	31.3	28.2	29.4	32.2	29.8	24.4	23.6	22.1
NFLD.	39.1	—	46.1	39.6	39.5	—	—	—	41.7	29.8	33.6	—	—
P.E.I.	44.4	—	53.0	54.8	55.6	36.4	—	—	40.4	40.0	37.8	33.3	—
N.S.	38.6	—	55.7	40.1	40.2	35.7	—	—	36.8	38.3	30.4	18.4	—
N.B.	37.7	—	49.4	41.4	36.9	33.6	—	—	44.2	34.1	32.5	25.6	—
QUE.	31.7	36.9	36.5	34.5	32.2	22.3	—	29.4	28.1	27.9	23.2	15.0	—
ONT.	28.9	—	39.8	32.6	28.5	28.9	26.9	—	29.0	22.7	22.9	22.1	22.7
MAN.	37.4	—	47.0	39.7	41.2	35.5	—	—	42.4	35.5	26.6	30.6	—
SASK.	40.7	—	48.9	44.5	41.6	37.0	—	—	43.1	38.8	33.0	35.8	—
ALTA.	37.0	—	43.9	44.2	37.8	35.8	—	—	45.4	36.8	25.3	27.1	—
B.C.	29.4	—	47.6	38.8	28.2	31.7	37.1	—	28.2	27.6	20.3	19.7	19.1
N.B.-F	44.2	—	57.0	49.0	40.4	45.6	—	—	54.4	37.4	33.9	25.6	—
N.B.-E	33.0	—	42.2	36.0	34.4	30.2	—	—	34.8	31.5	31.3	25.2	—
QUE.-F	31.1	35.6	35.4	34.1	33.4	22.4	—	27.0	26.1	27.5	22.6	14.5	—
QUE.-E	33.7	43.0	41.5	36.4	27.8	17.6	—	34.0	35.5	29.0	24.8	21.5	—

TABLE 115

Do you feel you are well enough informed about the different kinds of jobs you could get to make a good choice about your future career?

	TOTAL														N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.			
Very well	10.4	18.2	10.3	9.9	9.3	10.0	11.4	8.4	7.2	8.6	10.7	9.3	9.5	11.5	9.9			
Quite well	39.6	27.4	31.0	42.2	41.9	37.0	40.7	38.1	38.6	41.2	44.6	43.3	39.7	37.0	37.2			
Not too well	33.4	45.3	45.2	38.2	29.4	25.7	36.9	39.8	42.4	38.2	34.2	35.8	19.5	36.9	22.5			
Not well at all	16.2	8.6	13.4	9.7	19.3	16.7	10.6	13.4	11.6	11.8	10.2	11.3	31.0	14.2	29.9			
No answer	0.4	0.5	0.1	0.1	0.2	0.6	0.4	0.3	0.3	0.3	0.3	0.2	0.3	0.4	0.6			

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 116

Percentage of students who feel very well or quite well informed about the different kind of jobs they could get to make a good choice about their future career, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	49.9	49.5	46.4	49.0	50.7	50.8	59.6	44.3	46.2	49.6	53.4	59.1	60.0
NFLD.	45.6	—	47.0	41.5	50.7	—	—	—	42.1	42.9	51.3	—	—
P.E.I.	41.3	—	36.5	33.1	32.6	40.0	—	—	44.0	45.5	46.8	50.4	—
N.S.	52.0	—	41.2	50.3	47.6	58.6	—	—	50.3	51.0	58.2	74.7	—
N.B.	51.1	—	46.6	53.2	52.0	53.8	—	—	44.7	53.1	49.9	57.5	—
QUE.	47.1	49.5	45.3	48.3	50.7	43.2	—	44.3	43.6	46.7	49.4	72.5	—
ONT.	52.2	—	49.4	50.8	52.2	47.6	61.6	—	50.7	50.3	55.0	56.4	58.2
MAN.	46.5	—	38.3	45.2	45.4	45.6	—	—	39.0	49.0	54.5	55.9	—
SASK.	45.8	—	45.0	44.4	45.5	48.6	—	—	40.9	45.8	43.6	55.4	—
ALTA.	49.8	—	43.0	46.7	48.6	59.7	—	—	38.9	46.5	53.1	61.3	—
B.C.	55.4	—	50.8	53.1	53.3	54.2	47.2	—	52.4	56.2	58.0	61.7	70.6
N.B.-F.	49.2	—	47.6	51.4	51.6	43.2	—	—	53.8	44.8	47.0	51.7	—
N.B.-E.	52.6	—	45.7	54.4	52.2	56.7	—	—	36.6	59.2	52.3	60.0	—
QUE.-F.	47.1	50.3	45.6	49.3	49.8	44.1	—	44.1	42.0	46.7	49.5	73.7	—
QUE.-E.	48.5	45.1	44.1	43.4	54.3	64.7	—	45.2	50.0	46.9	49.3	58.5	—

TABLE 117

Do you feel you know your own interests and abilities well enough to decide about your future career?

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Very well	19.2	27.0	15.5	20.7	17.3	18.8	20.0	17.1	14.3	17.8	20.4	14.3	19.5	18.8	20.1
Quite well	52.6	40.4	45.8	52.2	57.9	55.9	49.8	50.1	55.3	52.5	52.4	64.0	53.8	58.3	46.7
Not too well	23.4	29.0	33.3	23.8	20.5	19.7	25.7	27.5	26.2	24.9	22.8	17.0	22.8	17.5	27.2
Not well at all	4.1	2.7	4.8	3.0	3.7	4.4	3.9	4.8	3.7	4.3	3.9	3.8	3.6	4.2	5.2
No answer	0.7	0.9	0.4	0.3	0.6	1.1	0.6	0.5	0.5	0.5	0.5	0.0	0.3	1.2	0.8

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 118

Percentage of students who feel they know well enough their own interests and abilities to decide about their future career, by sex and grade.

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	71.8	71.1	66.1	70.5	72.5	74.0	76.5	73.7	68.6	71.9	75.6	79.7	78.3
NFLD.	67.4	—	64.6	69.0	71.4	—	—	—	56.1	66.8	81.7	—	—
P.E.I.	61.4	—	55.1	55.3	54.1	64.3	—	—	60.1	64.8	68.9	76.2	—
N.S.	72.9	—	63.1	69.3	79.8	75.2	—	—	68.5	72.7	76.7	89.1	—
N.B.	75.2	—	70.6	75.1	73.6	79.5	—	—	69.1	77.8	78.4	80.5	—
QUE.	74.7	71.1	73.0	77.0	75.9	83.6	—	73.7	77.5	74.7	75.3	84.7	—
ONT.	69.8	—	60.9	67.3	71.2	71.4	77.0	—	65.2	69.2	74.2	79.0	76.6
MAN.	67.2	—	60.1	65.0	67.7	73.4	—	—	54.9	69.9	71.7	77.1	—
SASK.	69.6	—	63.2	67.4	71.6	76.6	—	—	63.7	70.3	71.0	77.2	—
ALTA.	70.3	—	62.2	68.6	70.0	74.5	—	—	60.5	70.1	75.5	80.2	—
B.C.	72.8	—	60.7	63.9	70.1	74.3	73.1	—	68.6	76.1	79.3	80.5	89.1
N.B.-F.	78.3	—	77.6	80.4	76.7	73.1	—	—	79.3	77.0	81.2	75.3	—
N.B.-E.	73.3	—	63.8	71.7	71.7	81.2	—	—	59.8	78.3	76.2	82.7	—
QUE.-F.	77.1	74.0	75.6	78.6	77.1	83.6	—	76.9	79.9	78.5	76.6	85.6	—
QUE.-E.	66.8	55.7	60.1	69.2	71.5	94.1	—	60.0	68.9	66.5	72.5	75.3	—

TABLE 119

How sure are you about what you will do as a career?

	TOTAL										N.B.		QUE.	
	CAN.	NFLD.	P.E.I.	N.S.	N.B.	QUE.	ONT.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Very sure	19.1	22.1	15.1	24.3	19.5	19.9	18.4	16.6	13.1	17.8	18.8	20.2	19.9	21.5
Fairly sure	44.5	37.7	37.0	41.2	45.4	49.5	42.9	39.7	41.2	42.1	50.1	42.1	52.1	39.0
Not too sure	20.6	22.6	25.9	20.9	18.0	13.4	24.1	25.9	28.3	24.2	10.5	23.0	10.2	23.6
Not sure at all	7.7	5.5	9.3	6.9	6.8	5.4	9.1	10.0	9.6	8.4	4.4	8.2	4.8	7.7
I have not thought much about my career yet	7.4	11.3	12.4	6.4	9.8	10.6	4.8	7.5	7.6	6.9	15.1	6.2	11.2	7.7
No answer	0.7	0.9	0.2	0.3	0.6	1.2	0.7	0.2	0.3	0.5	0.9	0.3	1.3	0.5

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 120

Percentage of students who are very sure about what they will do as a career, by sex and grade

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	19.1	21.4	15.8	16.5	15.4	16.3	17.6	21.1	18.8	20.0	23.5	27.7	29.6
NELD.	22.1	—	19.9	19.2	18.0	—	—	—	19.5	24.7	35.1	—	—
P.E.I.	15.1	—	10.6	8.6	9.3	9.3	—	—	17.9	18.7	20.0	24.1	—
N.S.	24.3	—	18.6	18.9	18.5	17.2	—	—	23.8	23.3	29.3	54.4	—
N.B.	19.5	—	17.1	17.3	15.7	17.8	—	—	19.5	22.0	20.1	27.7	—
QUE.	19.9	21.4	18.5	18.3	16.9	30.7	—	21.1	17.5	20.2	25.7	42.2	—
ONT.	18.4	—	13.9	13.9	15.7	13.8	19.1	—	19.6	19.4	22.0	24.5	29.4
MAN.	16.6	—	13.2	14.5	11.7	11.8	—	—	15.2	17.7	21.2	29.9	—
SASK.	13.1	—	9.7	8.1	10.6	13.1	—	—	12.8	15.0	14.7	22.4	—
ALTA.	17.8	—	14.0	14.6	13.6	18.7	—	—	18.0	15.6	21.4	27.5	—
B.C.	20.6	—	12.6	16.5	14.6	17.3	8.8	—	24.2	24.3	26.0	28.9	30.2
N.B.-F.	18.8	—	13.6	16.8	18.3	20.1	—	—	18.0	22.0	22.8	18.8	—
N.B.-E.	20.2	—	20.4	17.6	14.0	17.2	—	—	21.0	22.0	17.9	31.5	—
QUE.-F.	20.0	22.1	18.7	18.5	16.6	30.7	—	21.5	16.7	20.0	25.9	43.4	—
QUE.-E.	21.5	17.6	18.3	17.1	18.0	29.4	—	19.0	20.4	20.6	25.3	27.7	—

TABLE 121

Percentage of students who are not too sure or not sure at all about what they will do as a career, by sex and grade

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	28.3	15.5	26.5	29.5	31.9	36.0	37.0	15.7	27.2	30.6	29.1	27.7	30.7
NFLD.	28.1	—	27.5	27.1	29.6	—	—	—	34.6	26.1	22.6	—	—
P.E.I.	35.2	—	35.1	36.4	40.9	45.0	—	—	32.9	35.2	37.3	24.6	—
N.S.	27.8	—	28.9	25.3	35.7	37.0	—	—	25.4	31.8	25.1	11.9	—
N.B.	24.8	—	21.4	26.4	27.8	30.6	—	—	25.8	22.2	25.2	21.0	—
QUE.	18.8	15.5	18.3	18.7	24.2	16.8	—	15.7	18.8	22.9	23.8	10.4	—
ONT.	33.2	—	32.6	35.1	34.2	40.2	35.8	—	31.1	32.9	31.9	27.6	31.4
MAN.	35.9	—	34.5	38.1	41.1	40.6	—	—	33.9	35.0	33.4	29.3	—
SASK.	37.9	—	35.3	39.0	42.4	38.3	—	—	38.3	37.7	36.5	36.3	—
ALTA.	32.6	—	25.4	35.2	38.8	32.6	—	—	32.1	36.7	31.2	27.7	—
B.C.	32.7	—	34.2	39.5	33.3	34.5	45.5	—	29.6	31.2	28.0	29.9	26.3
N.B.-F.	14.9	—	15.1	14.2	14.1	23.8	—	—	16.1	14.8	14.5	11.8	—
N.B.-E.	31.2	—	27.6	34.1	36.1	32.5	—	—	34.4	27.6	33.8	25.0	—
QUE.-F.	15.4	12.9	15.2	15.7	21.9	16.8	—	11.9	14.8	16.7	19.2	9.3	—
QUE.-E.	31.3	29.6	33.5	33.4	32.9	23.5	—	31.6	33.4	36.7	34.0	24.6	—

TABLE 122

Percentage of students who have not thought much about their career yet, by sex and grade.

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	7.4	15.5	14.1	10.3	5.9	3.8	1.4	10.7	8.1	4.2	2.2	0.9	0.1
NFLD.	11.3	—	19.4	14.1	6.1	—	—	—	12.6	5.9	2.5	—	—
P.E.I.	12.4	—	22.6	23.2	12.2	4.9	—	—	12.3	6.0	5.3	2.3	—
N.S.	6.4	—	14.3	13.4	3.4	1.6	—	—	5.8	3.8	1.7	0.1	—
N.B.	9.8	—	21.5	13.3	8.6	4.6	—	—	15.9	7.0	2.0	1.5	—
QUE.	10.6	15.5	14.7	12.1	5.9	2.0	—	10.7	10.2	4.5	2.4	0.0	—
ONT.	4.8	—	11.0	7.4	5.5	3.5	1.3	—	4.5	4.0	2.3	0.7	0.0
MAN.	7.5	—	16.7	11.5	7.7	4.2	—	—	12.1	4.3	1.4	1.0	—
SASK	7.6	—	15.6	11.6	7.7	3.6	—	—	9.5	4.9	2.7	1.8	—
ALTA.	6.9	—	15.9	10.9	6.5	3.7	—	—	9.4	5.3	2.7	1.0	—
B.C.	4.7	—	14.1	8.1	4.9	4.9	2.0	—	5.8	2.2	1.6	1.1	0.9
N.B.-F.	15.1	—	27.2	19.5	11.8	9.4	—	—	23.0	11.9	3.2	3.5	—
N.B.-E.	6.2	—	15.9	9.3	6.7	3.2	—	—	9.5	3.3	1.0	0.6	—
QUE.-F.	11.2	15.0	15.4	12.6	6.1	2.1	—	10.9	11.5	5.7	3.1	0.0	—
QUE.-E.	7.7	18.1	11.2	10.0	4.9	0.0	—	9.7	5.5	1.7	0.7	0.0	—

TABLE 123

The possibility of being turned down*	TOTAL						N.B.				QUE.				
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Quite worried	16.4	19.3	16.7	17.4	16.7	15.2	16.8	17.9	17.5	15.6	17.3	11.8	20.1	14.9	16.3
A little bit worried	55.6	56.5	57.3	60.2	56.5	50.6	58.4	59.0	58.9	59.0	55.8	54.8	57.7	48.9	57.3
Not at all worried	26.4	22.7	25.4	21.6	25.1	31.5	23.7	22.2	22.8	24.0	26.2	30.3	21.4	33.2	24.7
No answer	1.6	1.5	0.6	0.8	1.7	2.7	1.2	0.9	0.8	1.4	0.7	3.1	0.8	3.0	1.6

*The list of items presented in this table was preceded by the following statement: "The following is list of worries that many people have when they try to find a job. Indicate how worried you are about each one of them."

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 124

Having to speak both English and French*	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Quite worried	24.0	34.8	27.2	28.9	27.2	25.6	22.4	24.7	25.0	23.4	19.9	17.7	33.6	26.0	24.9
A little bit worried	31.7	36.5	32.8	31.3	32.5	38.0	27.4	31.1	33.7	29.1	25.8	32.5	32.5	38.0	38.2
Not at all worried	42.5	26.9	39.1	38.6	38.8	34.0	48.6	43.2	40.3	45.7	53.0	47.3	33.0	33.3	35.7
No answer	1.7	1.7	0.9	1.2	1.5	2.4	1.6	1.1	1.0	1.8	1.3	2.5	0.8	2.7	1.1

*The list of items presented in this table was preceded by the following statement: "The following is a list of worries that many people have when they try to find a job. Indicate how worried you are about each one of them."

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 125

Not having enough education*	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Quite worried	13.2	17.6	16.9	11.6	13.3	13.8	13.6	13.5	13.1	11.7	10.6	15.6	11.9	15.1	9.2
A little bit worried	33.7	39.0	39.9	34.2	40.2	29.7	36.1	35.6	37.6	35.6	32.7	44.7	37.5	29.2	32.4
Not at all worried	51.3	41.6	42.5	53.4	44.5	53.8	48.9	50.1	48.4	51.1	55.8	36.8	49.4	52.7	56.6
No answer	1.7	1.8	0.8	0.8	1.9	2.8	1.4	0.9	0.9	1.6	0.9	2.9	1.2	3.0	1.7

TABLE 126

My personality or appearance*	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Quite worried	9.7	8.4	9.3	8.4	10.3	12.7	7.6	10.1	9.4	8.8	8.3	13.4	8.1	14.5	5.8
A little bit worried	38.5	41.9	46.0	45.0	44.8	32.9	39.3	42.9	46.8	43.8	39.5	46.9	43.3	32.4	34.2
Not at all worried	50.0	47.8	43.3	45.6	43.1	51.6	51.6	45.9	42.8	45.8	51.2	36.7	47.5	49.8	58.2
No answer	1.8	1.9	1.4	0.9	1.9	2.9	1.4	1.1	1.0	1.6	1.0	4.0	1.1	3.2	1.7

TABLE 127

Getting good references*	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Quite worried A little bit worried Not at all worried No answer	9.7	9.0	7.1	6.7	10.7	15.4	6.6	7.6	7.2	6.8	6.4	15.8	7.2	17.9	6.3
	35.8	37.2	40.3	32.2	37.2	34.9	35.8	35.6	40.6	36.3	36.6	40.8	34.8	34.6	35.6
	52.4	51.4	51.5	60.1	49.9	46.4	55.9	55.7	51.2	55.1	56.0	39.9	56.5	43.9	56.2
	2.1	2.3	1.1	1.0	2.2	3.2	1.7	1.2	1.0	1.7	1.1	3.4	1.4	3.6	1.9

*The list of items presented in this table was preceded by the following statement: "The following is a list of worries that many people have when they try to find a job. Indicate how worried you are about each one of them."

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 128

The number of other people trying for the job*	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Quite worried	17.2	16.6	15.6	16.2	17.2	16.8	16.6	17.3	16.2	17.8	19.8	17.1	17.4	17.4	14.8
A little bit worried	50.7	49.6	49.7	53.9	49.6	46.9	53.2	52.7	52.7	52.6	51.5	45.2	52.5	45.5	51.9
Not at all worried	30.3	32.1	33.1	28.5	31.2	33.3	28.8	29.1	30.0	28.0	27.8	34.4	28.9	33.7	31.7
No answer	1.9	1.7	1.6	1.4	2.0	3.0	1.5	0.9	1.1	1.6	0.9	3.3	1.1	3.4	1.6

*The list of items presented in this table was preceded by the following statement: "The following is a list of worries that many people have when they try to find a job. Indicate how worried you are about each one of them."

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 129

My lack of experience*	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Quite worried	19.8	21.1	17.1	19.3	19.3	16.8	20.7	23.0	20.1	22.2	23.2	16.2	21.5	16.7	17.7
A little bit worried	49.8	50.0	54.5	50.0	52.8	49.4	50.1	50.7	52.0	49.5	48.4	55.8	50.7	49.3	49.6
Not at all worried	28.4	26.8	27.2	29.5	25.9	30.7	37.6	25.4	26.8	26.6	27.5	25.1	26.4	30.6	30.9
No answer	2.0	2.1	1.2	1.1	2.0	3.1	1.6	0.9	1.1	1.7	1.0	2.9	1.4	3.4	1.8

*The list of items presented in this table was preceded by the following statement: "The following is a list of worries that many people have when they try to find a job. Indicate how worried you are about each one of them."

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 130

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Being alone without my parents*															
Quite worried	5.2	3.7	5.6	2.4	4.8	10.1	2.9	3.1	2.8	2.8	2.4	7.3	3.2	11.5	4.9
A little bit worried	19.7	20.3	25.6	18.4	22.3	25.4	15.8	17.3	21.6	17.8	15.4	30.4	16.9	26.7	20.4
Not at all worried	73.1	73.6	67.6	77.9	70.8	61.4	79.9	78.5	74.4	77.8	81.5	59.0	78.7	58.4	72.9
No answer	1.9	2.4	1.2	1.3	2.1	3.1	1.4	1.1	1.2	1.7	0.8	3.3	1.2	3.4	1.8

*The list of items presented in this table was preceded by the following statement: "The following is a list of worries that many people have when they try to find a job. Indicate how worried you are about each one of them."

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 131

Getting a job I like*	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Quite worried	28.2	19.9	19.9	17.8	30.9	41.8	21.9	22.3	20.3	19.4	21.7	44.4	21.6	48.3	17.5
A little bit worried	40.1	47.2	47.3	46.9	40.2	27.2	46.0	47.6	47.9	48.2	45.8	29.1	47.8	22.7	44.0
Not at all worried	29.9	30.9	31.7	34.4	26.9	28.1	30.6	29.1	30.7	30.8	31.5	23.4	29.3	25.8	36.7
No answer	1.8	2.0	1.1	0.9	2.0	2.9	1.4	1.0	1.1	1.6	0.9	3.1	1.2	3.2	1.7

*The list of items presented in this table was preceded by the following statement: "The following is a list of worries that many people have when they try to find a job. Indicate how worried you are about each one of them."

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 132

	Having the right connections*	TOTAL										N.B.		QUE.		
		CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
	Quite worried	12.4	13.3	8.7	7.4	15.7	19.5	8.4	9.8	9.5	9.2	7.8	23.6	10.2	22.2	9.8
	A little bit worried	45.0	49.7	51.8	49.4	45.8	42.9	44.2	45.3	50.4	49.6	45.4	44.3	46.8	41.9	46.9
	Not at all worried	39.7	33.9	38.2	40.8	35.4	33.0	45.1	43.0	38.4	38.8	45.5	27.3	41.0	30.8	40.9
	No answer	2.9	3.1	1.4	2.4	3.1	4.6	2.3	1.9	1.7	2.4	1.4	4.7	2.0	5.1	2.5

*The list of items presented in this table was preceded by the following statement: "The following is a list of worries that many people have when they try to find a job. Indicate how worried you are about each one of them."

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 133

Knowing where to look and what to do to find a job*	TOTAL												N.B.		QUE.
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.		
Quite worried	20.7	15.0	15.0	15.6	22.2	28.3	16.4	20.0	18.7	16.9	16.6	28.8	17.6	31.6	15.6
A little bit worried	46.1	49.6	52.6	49.5	47.9	38.9	49.8	50.0	50.9	50.6	48.2	44.1	50.6	36.8	46.9
Not at all worried	31.3	33.3	31.2	33.6	28.0	29.7	32.5	29.2	29.3	30.7	34.3	23.9	31.0	28.1	35.8
No answer	1.9	2.1	1.3	1.3	1.8	3.1	1.3	0.8	1.1	1.7	0.9	3.2	0.9	3.5	1.7

*The list of items presented in this table was preceded by the following statement: "The following is a list of worries that many people have when they try to find a job. Indicate

*The list of items presented in this table was preceded by the following statement: "The following is a list of worries that many people have when they try to find a job. Indicate how worried you are about each one of them."

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 134

Getting a job for which I have been trained*	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Quite worried	17.2	14.2	11.4	9.7	18.8	30.8	10.4	9.9	10.5	9.2	10.1	31.3	10.4	36.5	9.4
A little bit worried	37.0	36.6	41.9	37.4	40.7	33.0	38.4	40.9	42.0	42.2	36.9	40.2	40.8	32.2	36.1
Not at all worried	43.7	46.9	45.6	51.4	38.4	32.9	49.5	48.2	46.0	46.6	52.1	25.2	47.4	27.7	52.2
No answer	2.1	2.3	1.1	1.5	2.2	3.3	1.7	1.0	1.5	1.9	0.9	3.3	1.4	3.5	2.3

*The list of items presented in this table was preceded by the following statement: "The following is a list of worries that many people have when they try to find a job. Indicate how worried you are about each one of them."

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 135

Percentage who are quite worried about the possibility of being turned down, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN. NFLD. PEL. N.S. N.B. QUE. ONT. MAN. SASK. ALTA. B.C. N.B.-F. N.B.-E. QUE.-F. QUE.-E.	16.4	13.5	14.3	13.2	13.8	14.0	12.1	15.3	19.8	19.0	21.7	19.9	14.6
	19.3	—	20.2	12.7	16.6	—	—	—	26.4	19.4	19.5	—	—
	16.7	—	13.0	12.7	17.4	12.2	—	—	23.2	16.4	17.7	16.7	—
	17.4	—	12.8	12.8	11.1	12.0	—	—	23.2	20.1	25.1	20.1	—
	16.7	—	11.1	15.3	13.5	10.4	—	—	20.5	19.6	23.1	16.3	—
	15.2	13.5	13.2	12.5	15.3	17.9	—	15.2	17.4	17.4	21.2	23.3	—
	16.8	—	15.4	14.1	12.8	13.8	11.9	—	21.1	18.8	21.2	20.4	14.7
	17.9	—	16.5	14.2	12.5	13.7	—	—	21.6	23.5	21.2	19.9	—
	17.5	—	12.5	13.6	13.3	14.0	—	—	20.4	22.9	22.1	21.2	—
	15.6	—	13.2	12.2	8.6	13.6	—	—	19.3	18.8	20.6	18.1	—
	17.3	—	16.0	12.9	16.1	14.4	13.3	—	17.8	18.4	22.8	19.9	13.7
	11.8	—	7.2	12.9	9.5	7.7	—	—	12.6	11.1	20.6	7.1	—
	20.1	—	14.9	16.7	15.8	11.2	—	—	27.6	25.9	25.1	20.3	—
	14.9	12.9	13.0	12.5	16.0	17.9	—	13.8	17.9	18.2	21.4	25.0	—
16.3	16.2	14.0	12.4	12.9	17.6	—	20.9	17.6	15.7	20.8	3.1	—	

TABLE 136

Percentage who are quite worried about having to speak both English and French, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	24.0	26.5	25.4	24.8	21.4	18.1	10.8	25.3	27.5	25.3	26.7	21.3	12.9
NFLD.	34.8	—	36.3	31.4	30.0	—	—	—	36.9	38.0	36.2	—	—
P.E.I.	27.2	—	23.8	29.6	25.1	19.6	—	—	28.3	29.3	32.9	27.3	—
N.S.	28.9	—	28.1	29.0	28.7	21.6	—	—	32.1	31.2	25.4	30.4	—
N.B.	27.2	—	26.6	29.4	22.6	20.5	—	—	33.0	31.0	26.2	22.7	—
QUE.	25.6	26.5	25.3	22.9	19.9	21.6	—	25.3	30.9	27.2	29.7	18.4	—
ONT.	22.4	—	24.8	27.3	20.3	16.7	11.2	—	24.9	23.7	26.1	20.5	12.5
MAN.	24.7	—	25.6	25.8	25.2	17.8	—	—	29.6	24.8	27.6	18.2	—
SASK.	25.0	—	21.2	26.9	26.4	22.4	—	—	19.8	28.5	29.5	26.0	—
ALTA.	23.4	—	23.8	23.9	21.5	16.7	—	—	24.1	24.4	27.7	25.1	—
B.C.	19.9	—	25.8	19.1	19.8	18.2	7.9	—	22.1	19.8	21.3	18.6	15.6
N.B.-F.	17.7	—	23.2	21.9	11.6	10.2	—	—	22.0	18.4	13.8	9.3	—
N.B.-E.	33.6	—	29.9	34.2	29.3	23.4	—	—	43.0	40.3	36.1	28.5	—
QUE.-F.	26.0	27.1	26.0	22.1	20.1	21.6	—	26.4	31.7	27.4	30.3	17.1	—
QUE.-E.	24.9	23.3	22.0	26.7	19.4	17.6	—	20.7	28.1	26.8	28.3	33.8	—

TABLE 137

Percentage who are quite worried about not having enough education, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	13.2	16.9	15.8	13.4	11.9	12.8	11.2	15.6	15.6	12.1	10.2	9.0	6.3
N.F.L.D.	17.6	—	20.6	15.3	9.8	—	—	—	23.8	19.4	12.5	—	—
P.E.I.	16.9	—	20.2	15.6	14.9	14.5	—	—	22.7	14.3	14.8	7.6	—
N.S.	11.6	—	14.3	11.8	12.6	8.7	—	—	16.6	10.4	8.6	3.5	—
N.B.	13.3	—	16.6	16.2	11.5	8.2	—	—	17.7	13.1	10.1	9.7	—
QUE.	13.8	16.9	14.8	12.6	12.4	10.9	—	15.6	13.8	10.2	9.9	6.7	—
ONT.	13.6	—	17.6	15.6	12.7	15.7	11.8	—	15.3	13.2	10.1	9.5	6.8
MAN.	13.5	—	16.1	14.8	12.4	11.5	—	—	16.7	14.6	12.2	8.5	—
SASK.	13.1	—	13.2	16.0	9.9	8.4	—	—	17.2	11.5	14.3	13.1	—
ALTA.	11.7	—	13.0	10.4	8.4	12.0	—	—	17.3	12.9	10.7	9.6	—
B.C.	10.6	—	16.1	9.4	11.7	11.7	7.3	—	16.2	9.5	8.2	7.6	2.1
N.B.-F.	15.6	—	19.8	19.5	10.3	2.8	—	—	21.1	16.5	10.0	12.6	—
N.B.-E.	11.9	—	13.6	14.1	12.2	9.6	—	—	14.7	10.6	10.3	8.4	—
QUE.-E.	15.1	17.8	15.4	13.6	13.6	11.0	—	17.2	15.1	11.9	11.5	7.2	—
QUE.-F.	9.2	12.0	11.4	7.5	7.9	0.0	—	9.0	8.7	6.5	6.4	0.0	—

TABLE 138

Percentage who are worried about their personality and appearance, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	9.7	14.3	8.4	8.0	7.5	6.9	3.9	17.3	12.7	10.5	10.2	8.7	5.3
NFLD.	8.4	—	6.1	6.4	5.5	—	—	—	8.0	13.9	12.1	—	—
PEI.	9.3	—	8.5	6.9	6.9	7.2	—	—	12.0	10.1	10.1	8.1	—
N.S.	8.4	—	6.5	6.7	5.9	4.8	—	—	13.4	9.1	11.7	6.0	—
N.B.	10.3	—	9.6	9.9	6.6	5.2	—	—	15.6	13.2	10.9	7.7	—
QUE.	12.7	14.3	10.6	9.6	9.9	10.7	—	17.3	14.7	12.7	11.1	13.9	—
ONT.	7.5	—	7.2	7.3	6.2	6.7	4.2	—	9.9	7.8	9.3	7.9	5.5
MAN.	10.1	—	6.2	7.2	8.8	6.4	—	—	15.4	12.7	11.4	12.2	—
SASK.	9.4	—	6.5	6.1	4.1	9.1	—	—	12.9	12.1	11.8	11.7	—
ALTA.	8.8	—	7.0	5.6	6.0	7.1	—	—	13.7	12.3	9.6	9.0	—
B.C.	8.3	—	6.8	7.8	6.9	6.2	1.7	—	13.9	10.0	9.4	8.1	4.3
N.B.-F.	13.4	—	14.0	15.3	10.2	10.1	—	—	17.1	13.4	11.7	12.1	—
N.B.-E.	8.1	—	5.3	6.5	4.4	3.8	—	—	14.2	13.0	10.4	5.8	—
QUE.-F.	14.5	16.1	12.0	10.7	11.6	10.8	—	19.6	17.0	16.1	13.3	15.1	—
QUE.-E.	5.8	5.0	3.3	4.4	3.6	0.0	—	7.5	6.5	5.1	6.1	0.0	—

TABLE 139

Percentage who are quite worried about getting good references, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	9.7	18.6	12.2	8.9	7.4	5.4	3.8	18.1	13.3	7.8	7.9	4.1	2.1
NFLD.	9.0	—	9.5	8.2	5.3	—	—	—	12.2	9.8	8.6	—	—
P.E.I.	7.1	—	9.5	5.9	7.8	3.5	—	—	9.5	6.4	5.6	2.3	—
N.S.	6.7	—	9.2	6.9	4.9	4.1	—	—	9.7	5.7	6.8	1.6	—
N.B.	10.7	—	15.9	10.8	8.7	6.0	—	—	16.6	10.0	9.4	4.2	—
QUE.	15.4	18.6	17.5	12.8	11.4	11.7	—	18.1	16.6	11.0	12.9	0.8	—
ONT.	6.6	—	9.3	6.7	5.2	4.4	4.2	—	11.2	5.7	7.0	4.2	1.9
MAN.	7.6	—	8.3	7.9	6.4	5.9	—	—	10.9	8.5	6.5	5.4	—
SASK.	7.2	—	8.3	4.9	6.5	4.8	—	—	11.8	7.9	5.2	7.0	—
ALTA.	6.8	—	7.4	5.7	5.2	6.0	—	—	12.2	7.5	6.8	4.4	—
B.C.	6.4	—	7.0	7.1	6.0	5.3	1.7	—	12.5	7.8	5.1	3.4	3.6
N.B.-F.	15.8	—	19.8	16.2	15.2	16.8	—	—	20.4	13.4	12.6	8.9	—
N.B.-E.	7.2	—	12.1	7.3	4.8	3.0	—	—	13.2	7.6	6.9	2.2	—
QUE.-F.	17.9	20.4	19.9	14.5	14.0	11.8	—	20.6	19.5	14.3	17.5	0.7	—
QUE.-E.	6.3	8.7	5.6	4.5	2.1	0.0	—	7.8	6.1	3.7	2.5	3.1	—

TABLE 140

Percentage who are quite worried about the number of other people trying for the job, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	17.2	17.2	15.9	15.8	14.5	13.6	12.5	19.4	20.2	18.3	20.0	18.9	15.2
NNFLD.	16.6	—	18.7	15.8	11.5	—	—	—	19.9	15.8	13.4	—	—
P.E.I.	15.6	—	8.1	11.3	15.3	11.2	—	—	16.7	19.6	26.4	19.2	—
N.S.	16.2	—	13.5	12.7	15.4	16.6	—	—	18.8	16.1	19.0	19.9	—
N.B.	17.2	—	18.9	14.3	14.2	7.9	—	—	18.5	18.9	21.3	20.1	—
QUE.	16.8	17.2	15.9	14.9	14.6	9.1	—	19.4	20.0	15.5	16.8	19.5	—
ONT.	16.6	—	15.2	17.5	12.6	13.8	11.8	—	19.7	19.7	18.5	17.4	14.9
MAN.	17.3	—	16.2	14.9	13.3	13.2	—	—	20.2	21.2	18.6	20.7	—
SASK.	16.2	—	15.4	11.4	14.0	14.5	—	—	18.2	17.8	17.7	20.7	—
ALTA.	17.8	—	17.2	16.1	14.0	14.7	—	—	22.7	19.0	20.8	18.2	—
B.C.	19.8	—	16.7	18.0	19.2	14.3	16.4	—	24.5	18.7	27.8	20.3	16.8
N.B.-F.	17.1	—	23.4	12.0	16.1	1.7	—	—	17.9	14.0	21.8	18.0	—
N.B.-E.	17.4	—	14.5	15.8	13.0	9.6	—	—	19.0	22.5	20.8	21.0	—
QUE.-F.	17.4	17.7	15.9	15.4	15.4	9.1	—	19.7	20.7	17.4	18.2	20.4	—
QUE.-E.	14.8	14.5	16.1	12.7	11.6	5.9	—	17.8	17.3	11.2	13.7	9.2	—

TABLE 141

Percentage who are quite worried about their lack of experience, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	19.8	12.3	17.3	17.2	19.2	20.0	18.1	16.1	18.8	21.5	26.5	28.0	25.7
N.F.L.D.	21.1	—	21.8	20.4	22.6	—	—	—	20.7	20.2	18.3	—	—
P.E.I.	17.1	—	14.9	16.1	14.4	17.1	—	—	17.9	16.7	20.7	20.6	—
N.S.	19.3	—	15.8	14.7	20.4	18.5	—	—	18.2	18.8	25.9	26.7	—
N.B.	19.3	—	16.8	17.7	19.8	17.3	—	—	19.4	18.7	20.1	21.4	—
QUE.	16.8	12.3	17.2	15.2	19.5	24.8	—	16.1	16.9	19.1	22.5	31.8	—
ONT.	20.7	—	18.3	19.2	17.5	20.9	17.3	—	18.1	21.0	26.5	27.4	24.4
MAN.	22.9	—	17.8	16.2	18.2	23.5	—	—	24.1	27.0	28.7	30.0	—
SASK.	20.1	—	14.2	17.9	18.5	18.4	—	—	20.4	19.8	27.6	26.1	—
ALTA.	22.2	—	17.3	18.4	15.6	21.3	—	—	20.3	25.4	30.0	29.1	—
B.C.	23.2	—	15.3	17.7	23.2	16.4	23.0	—	24.0	24.7	30.8	29.6	33.7
N.B.-F.	16.2	—	17.7	15.9	23.4	11.5	—	—	16.9	12.4	16.7	9.4	—
N.B.-E.	21.5	—	15.9	18.9	17.6	18.9	—	—	21.7	23.3	28.1	26.6	—
QUE.-F.	16.7	11.6	17.5	15.3	20.1	24.9	—	16.2	16.7	18.9	21.0	32.9	—
QUE.-E.	17.7	15.7	15.4	15.1	17.2	11.8	—	15.7	17.6	19.7	25.8	18.5	—

TABLE 142

Percentage who are quite worried about being alone without their parents, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	5.2	14.2	6.2	4.2	2.2	1.8	2.4	16.1	6.8	4.3	3.7	2.3	1.4
NFLD.	3.7	—	2.9	1.5	1.8	—	—	—	8.2	5.4	1.8	—	—
P.E.I.	5.6	—	7.4	3.1	4.1	1.2	—	—	8.6	5.5	5.1	3.2	—
N.S.	2.4	—	3.1	2.5	2.4	1.4	—	—	2.2	2.6	2.0	2.5	—
N.B.	4.8	—	5.9	3.0	4.2	0.5	—	—	8.1	5.9	5.9	2.7	—
QUE.	10.1	14.2	9.4	6.3	2.8	8.3	—	16.1	11.9	7.7	7.6	3.9	—
ONT.	2.9	—	4.6	3.6	1.5	1.8	2.2	—	3.7	3.5	2.2	2.1	0.8
MAN.	3.1	—	3.0	2.9	1.8	0.9	—	—	5.5	3.6	4.4	2.5	—
SASK.	2.8	—	4.0	2.2	1.3	0.6	—	—	5.3	2.9	1.8	3.7	—
ALTA.	2.8	—	3.2	3.6	2.2	2.0	—	—	4.0	3.4	2.3	1.7	—
B.C.	2.4	—	3.9	2.3	2.0	1.0	3.5	—	2.8	2.2	2.6	2.4	5.2
N.B.-F.	7.3	—	8.5	5.4	7.5	0.9	—	—	9.0	8.5	8.4	2.5	—
N.B.-E.	3.2	—	3.4	1.4	2.2	0.4	—	—	7.3	3.9	4.0	2.8	—
QUE.-F.	11.5	15.9	10.5	6.9	3.1	8.4	—	17.9	13.9	9.7	9.8	3.9	—
QUE.-E.	4.9	5.2	4.4	3.2	1.7	0.0	—	8.7	4.9	3.3	2.7	3.1	—

TABLE 143

Percentage who are quite worried about getting a job they like, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	28.2	40.3	24.2	26.6	29.6	27.2	25.5	41.9	27.8	25.1	28.6	26.1	26.1
NFLD.	19.9	—	17.0	23.7	16.8	—	—	—	19.2	21.6	20.8	—	—
P.E.I.	19.9	—	16.0	16.6	24.6	28.5	—	—	16.3	24.7	18.2	22.4	—
N.S.	17.8	—	17.8	16.2	19.2	23.8	—	—	15.7	15.5	20.6	18.2	—
N.B.	30.9	—	29.2	30.7	28.5	25.3	—	—	34.5	30.1	34.6	31.8	—
QUE.	41.8	40.3	36.6	40.4	44.9	49.6	—	41.9	44.2	42.6	48.5	57.1	—
ONT.	21.9	—	17.0	19.5	23.1	27.5	25.5	—	18.9	21.5	21.2	27.1	27.7
MAN.	22.3	—	15.8	20.1	23.8	26.5	—	—	18.2	20.5	26.3	29.2	—
SASK.	20.3	—	14.0	14.6	19.6	23.9	—	—	21.7	21.7	25.9	23.9	—
ALTA.	19.4	—	16.3	18.2	16.4	21.7	—	—	20.0	19.7	22.2	20.5	—
B.C.	21.7	—	12.1	18.8	27.4	25.3	25.3	—	19.1	16.7	24.4	25.0	16.0
N.B.-F.	44.4	—	41.3	45.0	38.5	31.4	—	—	50.9	41.1	48.1	54.3	—
N.B.-E.	21.6	—	17.4	21.7	22.5	23.7	—	—	19.8	22.0	24.0	22.0	—
QUE.-F.	48.3	45.2	40.8	45.5	51.8	49.8	—	48.7	52.7	54.7	60.4	59.9	—
QUE.-E.	17.5	14.4	15.2	15.7	19.4	23.5	—	13.4	13.5	15.8	21.6	24.6	—

TABLE 144

Percentage who are quite worried about having the right connections, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	12.4	23.1	13.1	12.2	12.1	8.2	7.2	20.1	14.3	10.8	10.7	7.4	4.8
NFLD.	13.3	—	15.5	10.0	9.0	—	—	—	12.8	17.4	14.7	—	—
P.E.I.	8.7	—	7.0	5.5	7.7	6.8	—	—	13.1	7.4	8.8	11.5	—
N.S.	7.4	—	6.5	6.2	7.6	7.5	—	—	12.2	6.6	5.8	5.5	—
N.B.	15.7	—	17.5	15.7	12.1	11.4	—	—	21.7	15.6	16.7	11.2	—
QUE.	19.5	23.1	18.9	18.5	19.6	18.7	—	20.1	20.4	16.9	14.9	18.9	—
ONT.	8.4	—	8.9	9.9	8.2	7.8	6.6	—	9.8	8.2	8.4	6.9	5.3
MAN.	9.8	—	13.0	8.3	7.2	8.4	—	—	13.0	10.2	8.0	11.0	—
SASK.	9.5	—	9.6	8.8	7.0	5.2	—	—	12.0	10.2	11.7	10.9	—
ALTA.	9.2	—	7.4	8.2	10.0	7.9	—	—	12.2	10.6	10.9	6.2	—
B.C.	7.7	—	7.3	6.5	10.1	6.6	10.1	—	9.4	7.4	9.5	5.6	2.3
N.B.-F.	23.6	—	24.7	24.7	17.3	17.2	—	—	29.1	21.6	25.6	21.6	—
N.B.-E.	10.2	—	10.5	10.0	9.0	9.8	—	—	15.0	11.2	9.5	6.7	—
QUE.-F.	22.2	25.6	20.3	20.7	22.3	18.8	—	22.6	24.1	21.1	18.3	19.7	—
QUE.-E.	9.8	9.6	11.7	7.9	9.6	0.0	—	9.5	7.1	7.8	7.2	9.2	—

TABLE 145

Percentage who are quite worried about knowing where to look and what to do to find a job, by sex and grade

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	20.7	30.8	18.4	17.8	18.6	15.3	10.4	28.5	23.6	22.3	22.7	19.8	17.0
NFLD.	15.0	—	10.5	12.2	18.8	—	—	—	20.5	19.3	16.5	—	—
P.E.I.	15.0	—	11.0	13.6	13.8	9.9	—	—	16.6	18.6	15.9	15.9	—
N.S.	15.6	—	12.9	10.5	13.1	13.9	—	—	15.7	18.5	20.5	21.8	—
N.B.	22.2	—	22.2	20.1	18.6	14.7	—	—	27.4	27.9	22.2	19.5	—
QUE.	28.3	30.8	25.3	24.2	27.7	24.4	—	28.5	31.4	30.9	30.2	34.8	—
ONT.	16.4	—	14.8	15.6	14.2	16.9	9.8	—	17.8	17.6	18.5	19.6	15.9
MAN.	20.0	—	17.2	15.6	15.7	18.7	—	—	25.4	23.5	22.6	21.7	—
SASK.	18.7	—	11.3	12.0	14.5	14.8	—	—	23.3	22.4	27.9	24.8	—
ALTA.	16.9	—	12.8	11.6	14.0	14.1	—	—	21.6	21.2	21.1	19.4	—
B.C.	16.6	—	11.8	14.0	15.5	10.3	13.6	—	19.9	21.1	22.1	17.0	24.7
N.B.-F	28.8	—	28.9	28.4	27.8	17.5	—	—	29.3	36.5	26.6	23.9	—
N.B.-E	17.6	—	15.7	14.8	13.0	13.9	—	—	25.8	21.6	18.6	17.5	—
QUE.-F	31.6	34.8	27.7	26.9	31.8	24.4	—	31.5	35.4	36.9	33.0	37.5	—
QUE.-E	15.6	9.5	12.8	11.0	12.5	23.5	—	15.5	17.0	17.8	24.0	3.1	—

TABLE 146

Percentage who are quite worried about getting a job for which they have been trained, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	17.2	32.2	16.8	16.2	17.6	11.3	6.7	32.7	18.9	14.8	15.7	11.2	9.0
NFLD.	14.2	—	13.0	14.6	9.7	—	—	—	18.4	15.8	11.1	—	—
P.E.I.	11.4	—	10.7	13.9	10.8	14.1	—	—	11.6	10.6	11.2	8.4	—
N.S.	9.7	—	7.2	8.2	10.7	9.8	—	—	12.8	9.3	13.3	5.6	—
N.B.	18.8	—	19.6	20.0	16.1	12.3	—	—	24.4	20.3	18.1	15.6	—
QUE.	30.8	32.2	26.5	27.9	33.4	29.2	—	32.7	31.3	31.3	33.6	51.8	—
ONT.	10.4	—	11.2	10.3	11.0	12.0	6.1	—	11.8	8.9	10.3	10.5	8.9
MAN.	9.9	—	7.0	8.0	10.4	7.8	—	—	12.1	10.7	12.3	10.4	—
SASK.	10.5	—	9.8	7.7	10.5	11.0	—	—	10.7	12.5	11.3	10.8	—
ALTA.	9.2	—	8.7	7.5	8.3	7.3	—	—	12.4	12.0	8.9	8.7	—
B.C.	10.1	—	10.6	10.4	10.6	8.3	10.1	—	12.0	8.5	10.7	11.0	9.3
N.B.-F	31.3	—	28.4	40.1	27.0	19.4	—	—	33.1	33.0	33.8	29.5	—
N.B.-E	10.4	—	11.0	7.2	9.5	10.4	—	—	16.6	11.0	8.1	9.5	—
QUE.-F	36.5	36.6	30.0	32.2	40.1	29.4	—	38.7	38.1	41.5	45.0	55.9	—
QUE.-E	9.4	8.7	9.1	6.7	8.4	0.0	—	7.4	6.7	8.6	8.1	3.1	—

TABLE 147

Percentage who are quite worried about each of several items related to finding a job.*

	TOTAL										N. B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B. C.	FR.	ENG.	FR.	ENG.
The possibility of being turned down	16.4	19.3	16.7	17.4	16.7	15.2	16.8	17.9	17.5	15.6	17.3	11.8	20.1	14.9	16.3
Having to speak both English and French	24.0	34.8	27.2	28.9	27.2	25.6	22.4	24.7	25.0	23.4	19.9	17.7	33.6	26.0	24.9
Not having enough education	13.2	17.6	16.9	11.6	13.3	13.8	13.6	13.5	13.1	11.7	10.6	15.6	11.9	15.1	9.2
My personality or appearance	9.7	8.4	9.3	8.4	10.3	12.7	7.5	10.1	9.4	8.8	8.3	13.4	8.1	14.5	5.8
Getting good references	9.7	9.0	7.1	6.7	10.7	15.4	6.6	7.6	7.2	6.8	6.4	15.8	7.2	17.9	6.3
The number of other people trying for the job	17.2	16.6	15.6	16.2	17.2	16.8	16.6	17.3	16.2	17.8	19.8	17.1	17.4	17.4	14.8
My lack of experience	19.8	21.1	17.1	19.3	19.3	16.8	20.7	22.9	20.1	22.2	23.2	16.2	21.5	16.7	17.7
Being alone without my parents	5.2	3.7	5.6	2.4	4.8	10.1	2.9	3.1	2.8	2.8	2.4	7.3	3.2	11.5	4.9
Getting a job I like	28.2	19.9	19.9	17.8	30.9	41.8	21.9	22.3	20.3	19.4	21.7	44.4	21.6	48.3	17.5
Having the right connections	12.4	13.3	8.7	7.4	15.7	19.5	8.4	9.8	9.5	9.2	7.7	23.6	10.2	22.2	9.8
Knowing where to look and what to do to find a job	20.7	15.0	15.0	15.6	22.2	28.3	16.4	20.0	18.7	16.9	16.6	28.8	17.6	31.6	15.6
Getting a job for which I have been trained	17.2	14.2	11.4	9.7	18.8	30.8	10.4	9.9	10.5	9.2	10.1	31.3	10.4	36.5	9.4

*The list of items presented in this table was preceded by the following statement: "The following is a list of worries that many people have when they try to find a job. Indicate how worried you are about each one of them."

TABLE 148

Percentage who are not at all worried about each of several items related to finding a job.*

	TOTAL												N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	PR.	ENG.	FR.	ENG.	
The possibility of being turned down Having to speak both English and French Not having enough education My personality or appearance Getting good references	26.4	22.7	25.4	21.6	25.1	31.5	23.7	22.2	22.8	24.0	26.2	30.3	21.4	33.2	24.7	
	42.5	26.9	39.1	38.6	38.8	34.0	48.6	43.2	40.3	45.7	53.0	47.3	33.0	33.3	35.7	
	51.3	41.6	42.5	53.4	44.5	53.8	48.9	50.1	48.4	51.1	55.8	36.8	49.4	52.7	56.6	
	50.0	47.8	43.3	45.6	43.1	51.6	51.8	45.9	42.8	45.8	51.2	36.7	47.5	49.8	58.2	
	52.4	51.4	51.5	60.1	49.9	46.4	55.9	55.7	51.2	55.1	56.0	39.9	56.5	43.9	56.2	
The number of other people trying for the job. My lack of experience Being alone without my parents. Getting a job I like	30.3	32.1	33.1	28.5	31.2	33.3	28.8	29.1	30.0	28.0	27.8	34.4	28.9	33.7	31.7	
	28.4	26.8	27.2	29.5	25.9	30.7	27.6	25.4	26.8	26.6	27.5	25.1	26.4	30.6	30.9	
	73.1	73.6	67.6	77.9	70.8	61.4	79.9	78.5	74.4	77.8	81.5	59.0	78.7	58.4	72.9	
	29.9	30.9	31.7	34.4	26.9	28.1	30.6	29.1	30.7	30.8	31.5	23.4	29.3	25.8	36.7	
	39.7	33.9	38.2	40.8	35.4	33.0	45.1	43.0	38.4	38.8	45.5	27.3	41.0	30.8	40.9	
Having the right connections. Knowing where to look and what to do to find a job. Getting a job for which I have been trained	31.3	33.3	31.2	33.6	28.0	29.7	32.5	29.2	29.3	30.7	34.3	23.9	31.0	28.1	35.3	
	43.7	46.9	45.6	51.4	38.4	32.9	49.5	48.2	46.0	46.6	52.1	25.2	47.4	27.7	52.2	

* The list of items presented in this table was preceded by the following statement: "The following is a list of worries that many people have when they try to find a job. Indicate how worried **you** are about each one of them."

TABLE 149

The best way to judge a man is by his success in his occupation.

	TOTAL										N B		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	ENG.
Strongly agree	9.7	9.0	5.5	3.9	10.0	21.3	3.9	3.9	3.9	3.7	2.8	19.3	3.7	25.4
Agree	21.5	24.7	22.2	20.1	23.4	26.8	17.8	22.5	19.7	21.5	16.0	32.7	17.2	29.5
Disagree	49.1	47.0	53.4	58.2	49.8	34.1	56.4	56.1	58.2	56.7	57.7	36.0	59.1	50.5
Strongly disagree	17.7	16.0	17.6	17.3	15.8	14.8	19.8	16.3	16.2	16.2	22.6	11.0	19.2	12.2
No answer	2.1	3.3	1.3	0.6	0.9	2.9	2.0	1.2	2.0	1.9	0.9	1.0	0.8	3.2
Agree*	31.2	33.7	27.7	24.0	33.4	48.1	21.7	26.4	23.6	25.2	18.8	52.0	20.9	54.9

*Addition of the first two lines.

Except for minor rounding errors, each column in this table presents a 100% total

TABLE 150

Percentage who agree that the best way to judge a man is by his success in his occupation, by sex and grade.

	BOYS										GIRLS					
	TOTAL	8	9	10	11	12	13	8	9	10	11	12	13	14	15	16
CAN.	31.2	63.5	43.0	34.6	30.9	24.3	15.4	45.4	30.0	21.5	19.7	15.9	14.4	—	—	—
NFLD.	33.7	—	43.4	35.6	25.5	—	—	—	40.0	25.1	23.9	—	—	—	—	—
P.E.I.	27.7	—	34.9	30.4	22.2	24.6	—	—	28.1	25.7	25.6	21.9	—	—	—	—
N.S.	24.0	—	32.7	21.7	27.8	28.7	—	—	26.7	22.0	14.4	14.4	—	—	—	—
N.B.	33.4	—	46.6	38.4	37.5	24.8	—	—	38.8	29.5	25.7	19.0	—	—	—	—
QUE.	48.1	63.5	59.5	49.1	45.4	42.2	—	45.4	40.8	28.5	28.5	33.8	—	—	—	—
ONT.	21.7	—	30.8	25.5	24.4	21.5	15.1	—	23.3	19.3	16.7	13.7	14.1	—	—	—
MAN.	26.3	—	39.4	27.6	28.1	26.4	—	—	33.2	20.7	18.8	16.2	—	—	—	—
SASK.	23.6	—	29.7	29.8	28.8	25.5	—	—	19.9	18.8	15.2	20.0	—	—	—	—
ALTA.	25.2	—	29.8	29.0	25.0	20.3	—	—	23.0	22.9	21.2	21.0	—	—	—	—
B.C.	18.7	—	32.3	24.9	18.4	20.3	16.7	—	17.3	13.7	14.6	13.7	16.6	—	—	—
N.B.-F.	52.0	—	64.8	58.8	56.9	45.7	—	—	58.9	46.6	39.3	30.3	—	—	—	—
N.B.-E.	20.9	—	28.8	25.5	25.7	19.0	—	—	20.8	17.0	14.8	14.1	—	—	—	—
N.B.-F.	54.9	69.8	65.9	54.6	51.7	42.3	—	51.5	47.3	35.6	36.8	36.2	—	—	—	—
N.B.-E.	23.3	29.8	26.9	22.3	22.4	17.6	—	19.4	16.7	12.9	9.9	6.2	—	—	—	—

TABLE 151

The best way to judge a man is by his success in his occupation.

	TOTAL (Teachers)										
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
Strongly agree	3.7	3.4	5.5	2.8	4.5	6.3	1.5	1.9	4.5	3.7	1.0
Agree	21.6	17.7	25.0	25.4	20.3	24.2	18.2	26.4	26.0	24.2	15.5
Disagree	56.9	67.5	50.2	57.3	57.6	52.0	58.6	56.0	60.5	62.8	61.2
Strongly disagree	14.0	8.8	18.0	13.3	11.6	12.9	17.7	14.3	5.5	8.1	17.2
No answer	3.8	2.6	1.3	1.3	5.9	4.5	3.9	1.4	3.4	1.2	5.1
Agree*	25.3	21.1	30.5	28.2	24.8	30.5	19.7	28.3	30.5	27.9	16.5

*Addition of the first two lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 152

The most important purpose of high schools is to prepare people for their occupational career.

	TOTAL										
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
Strongly agree	39.4	49.2	33.8	34.0	44.4	59.9	28.6	28.9	29.5	28.4	24.7
Agree	47.5	42.6	55.1	55.2	46.2	30.9	54.6	59.1	58.9	60.3	57.0
Disagree	9.7	5.4	8.9	9.2	7.3	13.1	10.2	8.6	8.6	8.6	15.2
Strongly disagree	1.7	0.8	1.1	1.2	1.4	1.3	2.2	1.2	1.5	1.4	2.6
No answer	1.6	2.0	1.0	0.5	0.7	2.6	1.5	0.7	1.6	1.3	0.5
Agree*	86.9	91.8	88.9	89.2	90.6	90.8	83.2	88.0	88.4	88.7	81.7
								95.0	87.6	92.7	83.6

*Addition of the first two lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 153

Percentage who agree that the most important purpose of high schools is to prepare people for their occupational career, by sex and grade.

	BOYS				GIRLS								
	TOTAL	8	9	10	11	12	13	8	9	10	11	12	13
CAN.	86.9	88.3	89.4	88.1	84.8	79.3	62.7	93.1	92.6	89.5	86.3	82.4	66.4
NFLD.	91.7	—	93.4	90.9	91.2	—	—	—	91.9	90.8	92.8	—	—
P.E.I.	88.9	—	85.4	89.0	86.2	83.4	—	—	91.0	91.6	90.2	89.7	—
N.S.	89.2	—	91.1	88.3	88.5	83.8	—	—	92.2	90.3	85.8	88.6	—
N.B.	90.6	—	91.6	87.8	90.2	85.0	—	—	93.4	92.9	91.7	89.1	—
QUE.	90.8	88.3	91.5	91.7	87.3	85.4	—	93.1	94.5	90.9	85.9	97.6	—
ONT.	83.2	—	86.3	85.5	82.2	77.1	62.9	—	91.9	88.3	84.6	79.9	66.9
MAN.	88.0	—	92.1	87.9	84.1	83.3	—	—	92.2	92.5	87.9	83.0	—
SASK.	88.4	—	88.7	86.7	88.5	83.4	—	—	90.7	91.9	88.8	87.0	—
ALTA.	88.7	—	90.0	86.6	88.4	84.7	—	—	92.3	90.4	91.2	88.0	—
B.C.	81.7	—	84.2	85.8	79.2	75.1	60.6	—	89.3	86.2	84.2	79.0	62.2
N.B.-P.	95.0	—	91.0	92.3	96.1	95.0	—	—	93.5	97.1	98.9	98.0	—
N.B.-E.	87.6	—	92.1	84.9	86.6	82.2	—	—	93.2	89.9	85.3	—	—
QUE.-F.	92.7	88.8	92.6	94.1	91.5	85.4	—	94.1	96.0	95.0	94.0	98.0	—
QUE.-E.	83.6	85.8	88.7	79.5	71.6	76.4	—	88.9	88.9	81.9	74.5	92.3	—

TABLE 154

The most important purpose of high schools is to prepare people for their occupational career.

	TOTAL (Teachers)									
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.
Strongly agree	18.0	22.2	18.6	11.9	24.2	31.8	8.0	9.9	14.6	11.8
Agree	39.0	41.7	41.5	51.0	45.1	42.5	35.5	37.2	38.9	41.3
Disagree	33.2	32.3	31.2	31.7	21.4	18.4	43.0	44.3	36.8	39.6
Strongly disagree	6.6	2.5	8.3	5.2	5.2	2.5	11.4	7.6	6.6	5.6
No answer	3.1	1.3	0.4	0.2	4.0	4.7	2.2	0.9	3.1	1.6
Agree*	57.0	63.9	60.1	62.9	69.3	74.3	43.5	47.1	53.5	53.1
										34.6

* Addition of the first two lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 155

The job should come first, even if it means sacrificing time from recreation.

	TOTAL										N.B.				QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	QUE.
Strongly agree	25.8	23.4	23.3	18.5	29.9	39.3	19.3	17.6	19.7	18.0	17.4	41.8	22.0	43.6	23.6	
Agree	47.1	44.5	51.8	51.5	47.6	38.1	50.7	53.5	54.0	57.3	50.7	41.3	51.8	35.6	47.1	
Disagree	21.6	24.9	21.3	26.5	18.6	16.5	24.3	24.7	21.3	20.5	26.5	13.1	22.1	14.6	23.6	
Strongly disagree	3.5	4.3	3.0	2.7	2.9	3.3	3.8	3.0	3.2	2.5	4.6	2.6	3.1	3.1	3.9	
No answer	1.9	2.9	0.6	0.8	1.1	2.8	1.8	1.3	1.7	1.7	0.8	1.2	1.0	3.1	1.7	
Agree*	72.9	67.9	75.1	70.0	77.5	77.4	70.0	71.1	73.7	75.3	68.1	83.1	73.8	79.2	70.7	

* Addition of the first two lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 156

Percentage who agree that the job should come first, even if it means sacrificing time from recreation, by sex and grade.

	BOYS								GIRLS							
	TOTAL	8	9	10	11	12	13	8	9	10	11	12	13			
CAN.	72.9	79.3	75.9	73.4	71.8	69.6	62.6	80.7	74.8	70.8	70.3	69.7	67.2			
NFLD.	67.9	—	67.4	64.2	61.6	—	—	—	72.1	73.2	68.6	—	—			
P.E.I.	75.1	—	67.4	70.8	75.4	74.0	—	—	75.5	81.7	77.2	79.0	—			
N.S.	70.0	—	68.1	69.1	73.7	62.4	—	—	70.7	70.9	69.5	73.2	—			
N.B.	77.5	—	75.4	76.4	76.4	71.6	—	—	77.0	80.1	80.8	79.7	—			
QUE.	77.4	79.3	80.0	77.9	75.3	69.8	—	80.7	72.2	70.2	72.4	69.8	—			
ONT.	70.0	—	73.4	70.3	70.2	67.9	61.7	—	75.7	69.8	67.1	68.4	66.2			
MAN.	71.1	—	75.2	71.5	71.0	71.9	—	—	74.3	70.0	68.8	65.1	—			
SASK.	73.8	—	75.6	72.0	74.1	75.7	—	—	72.6	71.0	72.5	77.9	—			
ALTA.	75.3	—	75.5	74.8	75.1	76.0	—	—	77.1	74.7	76.1	72.6	—			
B.C.	68.1	—	73.6	71.3	66.5	67.1	68.4	—	62.9	68.2	68.1	66.8	73.3			
N.B.-F.	83.1	—	79.2	83.9	82.4	73.3	—	—	81.0	87.6	84.4	88.4	—			
N.B.-E.	73.8	—	71.8	71.6	72.8	71.1	—	—	73.5	74.5	77.9	76.0	—			
QUE.-F.	79.2	81.1	80.5	78.9	76.6	69.8	—	84.1	79.0	72.2	74.5	69.7	—			
QUE.-E.	70.7	69.3	67.5	72.9	70.7	64.7	—	66.5	70.8	65.7	67.7	70.7	—			

TABLE 157

The job should come first, even if it means sacrificing time from recreation.

	TOTAL (Teachers)										
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
Strongly agree	22.2	15.3	18.6	16.1	26.8	37.0	13.1	12.0	23.0	13.2	8.3
Agree	49.3	49.5	53.3	63.4	48.7	40.8	51.8	62.6	53.0	61.0	51.7
Disagree	21.0	27.3	21.7	19.0	16.7	15.4	25.7	20.1	16.9	20.8	30.1
Strongly disagree	4.1	6.8	3.5	0.8	3.2	2.5	6.4	3.8	2.9	2.7	5.7
No answer	3.5	1.1	2.9	0.7	4.6	4.4	3.0	1.5	4.2	2.3	4.3
Agree*	71.5	64.8	71.9	79.5	75.5	77.8	64.9	74.6	76.0	74.2	60.0

*Addition of the first two lines.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 158

A person should try to do what he does better than anyone else.

	TOTAL													
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	QUE.
Strongly agree	32.6	28.6	18.7	23.4	28.6	52.1	23.8	21.9	20.5	21.1	22.5	43.6	18.7	57.9
Agree	44.4	45.6	50.7	49.5	45.0	33.4	47.8	51.9	51.9	55.7	50.5	39.3	48.6	30.6
Disagree	18.6	21.3	26.2	23.1	21.8	9.9	23.5	22.3	23.2	19.6	23.6	13.7	27.3	7.2
Strongly disagree	2.5	2.3	3.3	3.3	3.8	1.9	3.0	2.1	2.5	2.1	2.6	2.8	4.5	1.4
No answer	1.9	2.1	1.1	0.7	0.7	2.6	1.9	1.0	1.9	1.6	0.8	0.6	0.9	2.9
Agree*	77.0	74.2	69.4	72.9	73.6	85.5	71.6	74.6	72.4	76.8	73.0	82.9	67.3	88.5

*Addition of the first two lines.
Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 159

Percentage who agree that a person should try to do what he does better than anyone else, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	77.0	83.3	81.1	83.6	83.7	81.2	77.7	84.9	71.9	68.8	68.9	66.8	62.0
NFLD.	74.2	—	79.6	73.4	81.3	—	—	—	72.0	60.6	72.6	—	—
P.E.I.	69.4	—	72.5	77.9	71.0	76.1	—	—	67.4	66.7	64.3	60.3	—
N.S.	72.8	—	80.8	84.1	80.8	75.6	—	—	68.1	60.6	66.8	65.6	—
N.B.	73.6	—	76.1	78.2	80.0	83.9	—	—	70.5	68.1	69.2	65.9	—
QUE.	85.5	83.3	87.5	91.7	90.0	90.7	—	84.9	82.4	79.1	78.4	91.2	—
ONT.	71.6	—	76.2	76.8	80.4	80.8	77.2	—	64.7	66.7	64.7	64.3	61.2
MAN.	74.6	—	79.9	81.2	83.6	78.9	—	—	68.6	66.7	70.1	66.8	—
SASK.	72.3	—	76.9	78.2	81.2	79.3	—	—	60.8	68.8	68.9	65.9	—
ALTA.	76.8	—	75.6	83.4	81.6	83.2	—	—	71.1	71.1	73.7	73.5	—
B.C.	73.0	—	78.6	82.7	81.4	80.0	81.5	—	69.9	63.4	62.4	66.2	67.4
N.B.-F.	82.9	—	84.9	87.1	81.8	81.9	—	—	83.8	80.0	84.2	75.1	—
N.B.-E.	67.3	—	67.6	72.6	78.9	84.4	—	—	58.5	59.4	57.2	61.9	—
QUE.-F.	88.5	84.6	88.5	93.4	93.0	90.8	—	88.9	86.5	84.7	85.3	94.1	—
QUE.-E.	74.5	76.3	82.7	82.8	78.7	70.6	—	68.3	67.5	66.7	63.1	56.9	—

TABLE 160

The most important thing for a parent to do is to help his children get further ahead in the world than he did.

	CAN.	NFLD.	PEI.	N.S.	N.B.	TOTAL			N.B.			QUE.	
						QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.
Strongly agree	33.9	41.0	22.0	23.1	33.6	61.2	21.3	19.5	19.7	17.4	15.3	54.0	31.8
Agree	36.3	41.4	47.6	45.0	40.2	25.7	39.9	44.0	47.0	46.8	38.4	35.8	35.1
Disagree	23.7	13.2	24.8	26.7	21.2	8.4	31.6	30.9	28.2	30.4	37.7	7.6	25.9
Strongly disagree	4.5	2.6	4.8	4.6	4.5	2.4	5.8	4.5	3.6	3.9	7.9	1.9	5.9
No answer	1.6	1.8	0.8	0.6	0.6	2.4	1.4	1.1	1.5	1.4	0.7	0.7	1.2
Agree*	70.2	82.4	69.6	68.1	73.8	86.9	61.2	63.5	66.7	64.2	53.7	89.8	66.9

*Addition of the first two lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 161

Percentage who agree that the most important thing for a parent to do is to help his children get further ahead in the world than he did, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	70.3	87.2	82.9	77.6	70.2	59.6	40.0	89.0	76.2	65.6	57.9	46.0	29.4
NFLD.	82.4	—	87.6	83.8	79.7	—	—	—	89.0	78.3	70.9	—	—
P.E.I.	69.6	—	79.2	73.6	56.7	57.5	—	—	81.6	65.3	61.4	51.7	—
N.S.	68.1	—	85.4	70.8	67.1	50.0	—	—	79.8	67.2	53.2	45.4	—
N.B.	73.8	—	83.5	76.7	73.5	67.0	—	—	84.2	71.8	67.4	60.3	—
QUE.	86.9	87.2	90.7	89.7	84.7	95.6	—	89.0	86.1	80.5	76.0	77.2	—
ONT.	61.2	—	76.9	72.6	63.0	55.9	38.8	—	70.6	62.2	53.0	44.8	29.4
MAN.	63.5	—	80.8	68.4	65.8	56.9	—	—	74.4	60.4	53.6	43.7	—
SASK.	66.8	—	74.4	71.1	67.0	66.5	—	—	68.5	65.0	58.6	59.6	—
ALTA.	64.2	—	76.7	70.6	67.5	62.3	—	—	69.6	61.7	58.7	47.0	—
B.C.	53.7	—	75.3	65.3	56.5	53.8	46.6	—	60.0	51.5	42.8	39.3	29.3
N.B.-F.	89.8	—	91.1	90.0	88.5	92.2	—	—	91.2	89.0	87.8	89.7	—
N.B.-E.	63.2	—	76.1	68.2	64.5	60.1	—	—	77.9	59.2	51.1	47.6	—
QUE.-F.	92.3	89.0	93.4	94.4	93.0	95.9	—	92.8	92.1	91.5	90.9	80.9	—
QUE.-E.	66.9	78.4	77.6	66.5	54.1	41.2	—	73.3	64.2	56.1	42.5	33.9	—

TABLE 162

The tougher the job, the harder I work.

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Strongly agree	36.2	37.5	31.7	28.8	36.4	56.6	27.4	23.8	23.7	20.6	24.0	51.2	26.5	62.0	36.4
Agree	48.8	49.4	53.5	58.0	51.2	32.0	55.3	60.9	59.4	61.9	57.7	39.2	59.2	27.5	48.8
Disagree	11.2	9.0	11.6	11.1	9.4	6.5	13.4	12.9	13.6	14.2	15.5	6.1	11.6	5.4	11.0
Strongly disagree	2.0	1.8	2.2	1.7	2.1	2.0	2.1	1.3	1.7	1.5	2.1	2.8	1.6	2.0	2.3
No answer	1.9	2.3	1.1	0.4	0.9	2.8	1.8	1.1	1.7	1.7	0.8	0.7	1.1	3.1	1.6
Agree*	85.0	86.9	85.2	86.8	87.6	88.6	82.7	84.7	83.1	82.5	81.7	90.4	85.7	89.5	85.2

* Addition of the first two lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 163

Percentage who agree with the statement "The tougher the job, the harder I work" by sex and grade.

TOTAL	BOYS					GIRLS						
	8	9	10	11	12	13	8	9	10	11	12	13
CAN.	85.1	83.8	83.5	83.3	81.3	81.6	90.0	88.0	86.9	85.8	84.7	82.6
86.9	—	87.6	80.1	87.7	—	—	—	84.1	86.5	91.0	—	—
NFLD.	85.2	80.8	78.4	83.6	85.6	—	—	87.6	88.3	90.9	86.8	—
P.E.I.	86.8	88.7	84.8	82.8	86.2	—	—	88.2	86.5	86.2	92.4	—
N.S.	87.6	85.7	85.8	86.3	82.2	—	—	88.4	91.6	88.3	88.8	—
N.B.	85.1	87.8	88.6	88.0	87.8	—	90.0	92.2	90.3	88.1	96.7	—
QUE.	85.1	87.8	88.6	88.0	87.8	—	—	85.6	86.3	84.3	84.5	85.1
ONT.	82.7	79.8	78.7	80.6	81.6	82.6	—	88.8	87.1	86.6	85.4	—
MAN.	84.7	83.6	82.6	81.7	81.1	—	—	82.8	86.9	84.8	84.1	—
SASK.	83.1	83.1	78.8	81.0	83.0	—	—	86.4	83.8	87.2	84.0	—
ALTA.	82.5	79.6	79.1	79.7	80.7	—	—	85.8	83.8	87.5	82.5	65.6
B.C.	81.7	78.6	84.6	80.3	78.0	75.4	—	89.0	95.0	90.6	94.1	—
N.B.-F.	90.4	86.5	91.1	90.1	86.3	—	—	87.9	89.1	88.3	86.4	—
N.B.-E.	85.7	84.9	82.6	84.1	81.1	—	—	93.8	92.1	90.0	99.3	—
QUE.-F.	89.5	88.5	89.4	88.4	87.8	—	85.9	86.6	86.6	88.9	66.1	—
QUE.-E.	85.2	83.7	84.4	86.3	94.1	—	—	—	—	—	—	—

TABLE 164

I would make any sacrifice to get ahead in the world.

	TOTAL										N.B.		Q.U.E.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Strongly agree	16.7	15.3	7.3	5.0	18.8	38.8	6.0	4.8	5.4	4.5	3.6	38.6	5.5	45.9	12.2
Agree	28.6	34.0	27.4	21.9	32.4	40.0	23.4	22.0	23.3	24.9	18.0	49.1	21.3	43.5	26.6
Disagree	41.0	38.0	48.9	56.8	36.7	13.9	53.2	58.3	56.2	56.9	58.4	9.9	54.7	5.6	44.6
Strongly disagree	11.1	9.4	14.8	15.1	11.0	4.0	14.7	13.6	12.8	11.2	18.7	1.6	17.2	1.3	14.0
No answer	2.6	3.2	1.6	1.2	1.1	3.4	2.6	1.3	2.3	2.5	1.4	0.9	1.3	3.5	2.7
Agree*	45.3	49.3	34.7	26.9	51.2	78.8	29.4	26.8	28.7	29.4	21.6	87.7	26.8	89.4	38.8

*Addition of the first two lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 165

Percentage who agree with the statement "I would make any sacrifice to get ahead in the world" by sex and grade.

	TOTAL			BOYS							GIRLS						
	8	9	10	11	12	13	8	9	10	11	12	13	8	9	10	11	12
CAN.	45.3	78.9	55.0	47.9	41.9	28.1	16.8	81.0	51.8	39.1	34.5	19.4	—	—	—	—	—
NFLD.	49.3	—	53.7	46.5	31.3	—	—	—	67.8	49.9	40.8	—	—	—	—	—	—
P.E.I.	34.7	—	36.0	28.2	22.5	22.2	—	—	46.9	39.0	28.1	—	—	26.9	—	—	—
N.S.	26.9	—	34.9	23.6	23.1	13.3	—	—	38.3	23.8	24.2	—	—	20.5	—	—	—
N.B.	51.2	—	60.7	50.0	47.4	35.8	—	—	62.7	53.1	49.8	—	—	41.6	—	—	—
QUE.	78.8	78.9	82.2	80.0	77.7	87.3	—	81.0	79.8	71.5	68.0	—	—	79.8	—	—	—
ONT.	29.4	—	38.4	33.8	26.3	24.3	17.1	—	37.6	32.6	24.2	18.0	—	—	—	—	—
MAN.	26.8	—	35.9	28.1	24.4	18.3	—	—	37.8	27.2	23.1	—	—	16.8	—	—	—
SASK.	28.7	—	33.2	28.4	30.0	28.7	—	—	32.3	28.8	23.5	—	—	22.8	—	—	—
ALTA.	29.4	—	35.4	28.5	30.0	27.9	—	—	34.5	29.0	28.4	—	—	22.6	—	—	—
B.C.	21.6	—	31.4	23.0	19.5	21.6	14.9	—	25.3	20.4	21.6	—	—	15.2	—	—	29.6
N.B.-F.	87.7	—	86.1	89.0	87.3	82.5	—	—	90.5	87.6	85.1	—	—	91.8	—	—	—
N.B.-E.	26.8	—	36.1	25.2	22.9	23.1	—	—	37.5	27.8	21.7	—	—	19.6	—	—	—
QUE.-F.	89.4	86.5	90.3	88.7	90.3	87.7	—	90.5	91.5	91.7	87.2	—	—	84.8	—	—	—
QUE.-E.	38.8	38.4	41.4	36.7	31.5	17.7	—	40.5	36.9	26.8	24.8	—	—	20.0	—	—	—

TABLE 166

What do you consider to be satisfactory grades for you?

	TOTAL										N.B.				QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
Any passing grade	5.6	3.6	5.5	3.8	7.3	5.5	5.1	6.0	4.1	5.9	7.8	8.6	6.4	5.7	5.0	
Average grade is O.K.	20.6	22.7	23.1	29.9	26.2	15.9	21.0	28.0	26.1	21.4	23.0	19.5	30.7	14.3	22.5	
An above average grade	44.6	30.3	46.3	45.1	41.0	41.8	46.0	43.7	41.4	49.1	50.4	36.9	43.5	41.2	43.4	
One of the highest in the class	17.9	26.5	15.2	15.0	16.8	21.1	17.6	14.7	16.2	15.1	13.1	19.9	14.7	21.3	20.0	
I really don't care much	1.2	1.2	2.1	0.9	1.3	1.1	1.4	1.6	1.1	1.1	0.7	1.5	1.2	1.0	1.8	
No Answer	10.1	15.7	7.7	5.3	7.3	14.5	8.9	6.0	11.2	7.4	5.0	13.5	3.5	16.4	7.2	
An above average grade*	62.5	56.8	61.5	60.1	57.8	62.9	63.6	58.4	57.6	64.2	63.5	56.8	58.2	62.5	63.4	

*Addition of the 3rd and 4th lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 167

Percentage who consider an above average grade as satisfactory for themselves, by sex and grade.

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	62.5	54.8	59.1	62.1	63.9	64.3	69.9	55.4	61.2	64.6	65.5	66.5	75.6
NFLD.	56.8	—	58.2	52.2	62.2	—	—	—	54.2	52.2	64.3	—	—
P.E.I.	61.5	—	48.6	60.8	58.9	63.3	—	—	60.7	68.2	66.9	71.3	—
N.S.	60.1	—	52.8	60.6	59.0	67.8	—	—	59.2	62.4	62.8	62.6	—
N.B.	57.8	—	51.5	52.6	59.1	60.6	—	—	57.4	58.4	62.3	63.6	—
QUE.	62.9	54.8	64.7	68.9	72.0	77.4	—	55.4	62.3	62.9	65.2	78.1	—
ONT.	63.6	—	55.0	60.5	63.5	67.3	69.5	—	60.5	65.4	67.4	67.0	75.1
MAN.	58.4	—	58.6	55.8	58.6	55.3	—	—	57.4	63.0	57.1	61.7	—
SASK.	57.6	—	50.3	53.6	54.2	55.9	—	—	58.1	68.6	61.3	58.7	—
ALTA.	64.2	—	61.6	59.6	57.2	64.1	—	—	70.7	65.9	66.2	68.9	—
B.C.	63.5	—	57.9	58.9	59.2	60.9	72.8	—	60.2	68.4	67.8	68.0	78.8
N.B.-F.	56.8	—	47.1	55.6	59.2	59.6	—	—	57.2	55.0	64.3	64.3	—
N.B.-E.	58.2	—	55.7	50.6	59.1	60.9	—	—	57.4	61.0	60.7	63.2	—
QUE.-F.	62.5	53.9	64.6	68.9	71.5	77.4	—	54.5	62.9	62.0	64.5	80.9	—
QUE.-E.	63.4	58.7	65.4	68.8	73.9	82.3	—	58.9	60.4	65.0	66.5	44.6	—

TABLE 168

Good luck is more important than hard work for success.

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Strongly agree	3.6	2.9	2.8	1.3	5.0	7.3	1.9	1.4	1.2	1.7	1.6	10.1	1.7	8.4	3.2
Agree	7.1	7.4	5.9	2.8	10.0	12.4	4.4	3.7	3.7	4.7	3.9	20.3	3.1	14.4	5.0
Disagree	45.3	46.6	43.6	50.8	44.7	36.8	48.8	52.1	51.1	52.0	48.9	39.4	48.2	36.1	39.3
Strongly disagree	41.6	39.2	45.9	44.3	39.1	39.7	42.8	41.7	42.1	39.6	44.6	28.9	45.8	36.8	50.3
No answer	2.4	3.8	1.8	0.8	1.2	3.8	2.0	1.0	1.9	1.9	1.0	1.3	1.3	4.3	2.1
Agree*	10.7	10.3	8.7	4.1	15.0	19.7	6.3	5.1	4.9	6.4	5.5	30.4	4.8	22.8	8.2

*Addition of the first two lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 169

Percentage who agree that good luck is more important than hard work for success, by sex and grade.

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	10.7	33.8	14.7	10.3	8.0	7.0	6.6	26.5	10.4	5.8	4.3	3.5	5.3
NFLD.	10.3	—	13.9	10.2	4.4	—	—	—	18.8	6.6	2.7	—	—
P.E.I.	8.8	—	14.2	12.7	6.8	6.2	—	—	11.4	5.6	2.3	3.7	—
U.S.	4.1	—	6.1	4.5	5.1	5.3	—	—	3.7	3.9	2.2	1.5	—
N.B.	15.0	—	25.7	17.6	15.6	5.6	—	—	22.1	11.6	10.2	5.6	—
QUE.	19.6	33.8	22.8	14.8	9.3	10.8	—	26.5	17.1	10.3	6.4	9.7	—
ONT.	6.4	—	9.0	8.0	7.6	5.9	7.0	—	6.7	4.8	3.6	3.6	6.0
MAN.	5.1	—	6.8	5.5	5.9	6.7	—	—	5.6	3.8	3.3	3.5	—
SASK.	4.9	—	8.0	6.8	6.3	5.3	—	—	5.4	2.1	2.9	1.9	—
ALTA.	6.5	—	9.5	10.1	9.0	9.3	—	—	4.5	4.5	2.1	2.4	—
B.C.	5.5	—	9.2	5.8	6.7	7.6	3.3	—	4.3	3.6	4.5	4.0	0.0
N.B.-F.	30.4	—	43.1	38.0	32.2	10.1	—	—	41.0	22.9	19.1	10.8	—
N.B.-E.	4.8	—	8.8	4.5	5.5	4.3	—	—	5.0	3.3	3.2	3.4	—
QUE.-F.	22.8	38.0	25.6	16.2	10.2	10.8	—	31.1	20.5	13.4	7.8	9.2	—
QUE.-E.	8.2	11.4	8.6	7.9	6.0	5.9	—	6.8	4.7	3.2	3.3	15.4	—

TABLE 170

When a man is born, the success he's going to have is already in the cards, so he might as well accept it and not fight against it.

	TOTAL																N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	FR.	ENG.			
Strongly agree	7.1	6.8	4.4	3.9	8.1	13.8	3.9	3.4	3.5	3.2	2.8	14.8	3.7	16.1	5.7	16.1	5.7			
Agree	12.9	16.1	16.6	8.6	17.7	22.0	7.7	9.1	10.0	8.6	5.9	32.4	7.8	25.0	10.6	25.0	10.6			
Disagree	35.2	37.7	39.9	39.0	34.4	30.3	38.1	39.7	38.5	37.7	34.9	32.1	35.8	29.8	31.9	29.8	31.9			
Strongly disagree	42.8	36.4	37.7	47.9	38.1	30.9	48.3	46.8	46.1	49.0	55.7	18.5	51.2	25.7	50.2	25.7	50.2			
No answer	2.0	3.0	1.4	0.6	1.7	3.1	1.9	1.0	1.8	1.5	0.8	2.2	1.4	3.4	1.6	3.4	1.6			
Agree*	20.0	22.9	21.0	12.5	25.8	35.8	11.6	12.5	13.5	11.8	8.6	47.2	11.5	41.1	16.3	41.1	16.3			

*Addition of the first two lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 171

Percentage who agree that when a man is born, the success he's going to have is in the cards, so he might as well accept it and not fight against it, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	20.0	55.5	29.7	19.3	13.0	7.0	5.8	49.2	24.9	11.9	9.3	5.5	6.0
NFLD.	22.9	—	37.2	23.3	10.9	—	—	—	28.7	15.8	12.1	—	—
P.E.I.	21.0	—	30.4	23.0	12.4	8.5	—	—	27.4	18.0	18.2	8.6	—
N.S.	12.5	—	21.7	10.0	11.7	5.4	—	—	15.6	13.7	8.2	3.7	—
N.B.	25.8	—	41.0	29.0	23.0	11.7	—	—	35.9	25.7	21.2	9.0	—
QUE.	35.8	55.5	39.8	28.6	15.6	8.7	—	49.2	38.9	18.3	15.7	10.3	—
ONT.	11.6	—	21.8	13.7	10.7	6.9	6.3	—	17.2	9.0	6.4	5.6	6.7
MAN.	12.5	—	23.7	15.2	9.3	5.8	—	—	20.9	11.2	8.0	4.2	—
SASK.	13.5	—	21.2	15.4	15.4	8.3	—	—	16.9	8.2	10.9	9.0	—
ALTA.	11.8	—	19.6	14.7	13.4	9.1	—	—	15.2	11.2	6.8	4.9	—
B.C.	8.6	—	23.1	10.5	11.1	5.5	2.5	—	11.7	6.5	5.2	4.0	1.7
N.B.-F.	47.2	—	60.5	54.3	46.2	31.3	—	—	56.0	48.5	33.9	20.3	—
N.B.-E.	11.5	—	22.1	12.9	9.0	6.4	—	—	17.8	9.0	9.3	4.0	—
QUE.-F.	41.1	61.7	44.4	31.1	18.1	8.7	—	56.2	45.7	22.8	20.7	10.6	—
QUE.-E.	16.3	22.4	17.3	16.0	6.5	0.0	—	19.8	14.3	8.4	4.5	7.7	—

TABLE 172

Making plans only makes a person unhappy because plans hardly ever work out anyway.

	TOTAL													N.E.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.		
Strongly agree	5.0	7.5	4.9	3.8	6.4	8.7	3.1	3.1	2.5	2.3	3.1	10.0	4.1	9.6	5.8		
Agree	16.8	20.8	21.3	15.1	18.5	19.0	16.0	16.6	14.6	12.9	14.9	20.9	17.1	19.7	16.2		
Disagree	58.2	55.0	59.7	63.4	55.7	47.4	63.3	64.5	66.4	68.1	63.1	46.4	61.8	44.6	57.1		
Strongly disagree	18.4	14.6	13.5	17.2	18.5	22.5	16.3	15.1	15.2	15.3	18.3	21.8	16.3	23.2	19.8		
No answer	1.6	2.1	0.6	0.5	0.8	2.5	1.3	0.7	1.3	1.4	0.6	0.9	0.7	2.9	1.0		
Agree*	21.8	28.3	26.2	18.9	24.9	27.7	19.1	19.7	17.1	15.2	18.0	30.9	21.2	29.3	22.0		

*Addition of the first two lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 173

Percentage who agree that making plans only makes a person unhappy because plans hardly ever work out anyway, by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	21.8	35.3	28.8	22.7	20.9	18.1	13.5	33.4	20.9	18.1	16.2	13.0	10.8
NFLD.	28.3	—	38.6	27.4	22.1	—	—	—	34.8	20.5	19.3	—	—
P.E.Q.	26.2	—	29.4	33.0	31.5	22.2	—	—	25.9	19.9	29.2	18.7	—
N.S.	18.9	—	23.9	33.2	19.0	10.0	—	—	19.0	19.5	14.3	13.2	—
N.B.	24.9	—	31.0	28.0	29.4	21.5	—	—	25.2	21.7	22.0	18.1	—
QUE.	27.6	35.3	32.4	23.4	21.0	18.3	—	33.4	24.3	22.4	20.2	7.9	—
ONT.	19.1	—	26.6	23.7	20.2	19.3	13.0	—	19.3	18.0	13.2	14.1	10.9
MAN.	19.7	—	25.0	21.5	20.0	17.6	—	—	25.2	16.1	16.9	14.4	—
SASK.	17.1	—	25.5	19.6	20.2	17.0	—	—	13.1	12.1	14.9	12.9	—
ALTA.	15.2	—	20.8	19.5	17.9	18.3	—	—	12.4	9.9	13.5	9.6	—
B.C.	18.0	—	26.2	19.3	22.5	17.0	16.2	—	16.2	17.8	16.5	11.9	9.6
N.B.-F.	30.9	—	36.5	34.1	38.8	24.6	—	—	29.9	27.2	26.2	22.6	—
N.B.-E.	21.2	—	25.6	24.1	23.8	20.6	—	—	20.8	17.6	18.7	16.2	—
QUE.-F.	29.3	36.6	33.0	23.7	22.6	18.4	—	36.5	26.0	24.8	22.7	7.2	—
QUE.-E.	22.0	28.1	29.0	21.9	14.0	5.9	—	20.1	18.2	16.9	14.6	15.4	—

TABLE 174

If a person is not successful in life it's his own fault.

	TOTAL													N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	FR.	ENG.
Strongly agree	11.8	12.3	9.7	9.8	10.1	15.6	10.6	9.6	7.8	8.1	10.1	12.7	8.5	16.3	13.2	13.2	13.2
Agree	29.5	29.0	29.1	33.5	27.9	22.3	32.9	35.2	33.5	35.3	33.0	21.4	32.2	19.7	31.7	31.7	31.7
Disagree	47.7	48.1	52.8	49.9	51.0	44.0	48.9	48.9	52.1	49.4	49.9	50.0	51.4	43.8	44.6	43.8	44.6
Strongly disagree	9.0	8.2	7.4	6.3	10.3	15.3	5.8	5.4	4.7	5.3	6.1	15.4	7.0	17.1	8.4	17.1	8.4
No answer	2.0	2.4	1.0	0.6	0.7	2.9	1.8	1.0	2.0	1.8	0.9	0.6	0.9	3.1	2.0	3.1	2.0
* Agree	41.3	41.3	38.8	43.3	38.0	37.9	43.5	44.8	41.3	43.4	43.1	34.1	40.7	36.0	44.9	36.0	44.9

* Addition of the first two lines.

Except for minor rounding errors, each column in this table presents a 100% total.

TABLE 177

Percentage who agree with the statement "If my family were of a different social class, I would have a better chance of getting ahead in life," by sex and grade.

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	26.6	49.0	31.2	28.8	29.3	28.3	27.3	39.2	22.1	17.4	19.3	16.3	16.8
NFLD.	22.2	—	30.0	26.3	22.6	—	—	—	18.1	14.8	14.4	—	—
P.E.I.	16.4	—	20.5	19.2	19.4	18.8	—	—	18.1	11.2	13.6	9.2	—
N.S.	17.9	—	22.4	21.1	25.1	31.3	—	—	14.2	10.4	12.5	11.7	—
N.B.	28.6	—	34.6	32.1	31.4	25.7	—	—	32.3	23.7	23.5	23.5	—
QUE.	39.0	49.0	40.6	40.2	39.3	47.0	—	39.2	32.7	29.9	30.0	20.1	—
ONT.	19.0	—	24.2	20.7	22.6	25.4	26.6	—	14.9	12.7	14.8	14.4	16.0
MAN.	21.5	—	27.8	22.5	24.2	30.0	—	—	21.3	14.4	14.5	19.1	—
SASK.	18.9	—	25.1	21.4	24.2	22.7	—	—	14.0	15.5	16.2	11.5	—
ALTA.	20.9	—	25.2	25.4	23.9	25.5	—	—	18.6	14.8	16.3	17.8	—
B.C.	23.1	—	26.1	25.2	30.1	30.5	30.3	—	17.2	14.6	19.7	18.6	22.6
N.B.-F.	39.4	—	46.6	42.5	41.7	29.5	—	—	45.6	33.7	32.1	33.7	—
N.B.-E.	21.3	—	22.9	25.5	25.2	24.6	—	—	20.3	16.4	16.6	19.1	—
QUE.-F.	43.4	52.7	43.3	43.1	43.6	47.3	—	43.4	37.4	37.1	36.3	19.7	—
QUE.-E.	23.3	29.0	26.8	25.9	23.4	17.7	—	21.1	15.7	14.0	15.8	24.6	—

TABLE 178

If my family were A — of a different ethnic or language group
B — of a different religious group
I would have a better chance of getting ahead in life.

	TOTAL			
	Students in French speaking schools only.		B	
	A		B	
	New Brunswick	Quebec	New Brunswick	Quebec
Strongly agree	5.7	5.6	0.6	1.3
Agree	13.1	11.5	0.8	2.2
Disagree	45.1	32.8	7.3	17.0
Strongly disagree	36.2	40.5	27.1	69.4
No answer	0.0	9.6	64.3	10.1
Agree*	18.8	17.1	1.4	3.5

*Addition of the first two lines.
Except for minor errors, each column in this table presents 100% total.

TABLE 179

Percentage who agree with the statements:

"If my family were A — of a different ethnic or language group

B — of a different religious group I would have a better chance of getting ahead in life", by sex and grade*

	TOTAL	BOYS				GIRLS						
		8	9	10	11	12	8	9	10	11	12	
A — N.B. Fr.	18.8	—	20.8	20.6	17.9	21.6	—	16.2	10.8	17.5	6.3	
— QUE. Fr.	17.1	21.9	16.4	15.5	19.4	23.6	13.1	16.4	12.3	18.4	7.2	
B — N.B. Fr.	1.4	—	8.7	3.5	1.4	0.9	—	6.1	0.3	0.8	2.4	
— QUE. Fr.	3.5	8.3	4.0	3.1	3.4	0.8	2.8	0.5	0.5	2.4	0.7	

*Students in French-speaking schools only.

TABLE 180

Proportion of counsellors and teachers involved in guidance work.

	TOTAL (Teachers and Counsellors)									
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA. B.C.
Proportion involved in guidance	19.4	16.0	12.9	14.0	12.9	17.6	20.0	23.8	24.4	27.0 18.1

TABLE 181

How many hours per week do you spend in counselling students or in other guidance work?

	TOTAL (Teachers and Counsellors)*									
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	B.C.
Less than 1 hr.	47.2	71.9	52.9	45.0	58.5	66.5	31.8	41.2	51.8	53.0
1 - 5 hrs.	33.7	14.4	38.8	41.4	30.8	24.4	45.5	39.9	41.2	33.2
6 - 10 hrs.	6.7	1.9	0.0	3.6	4.6	2.8	7.1	5.9	2.9	17.1
11 - 15 hrs.	3.6	0.6	0.0	2.1	0.0	1.1	4.0	6.3	0.0	4.8
16 - 20 hrs.	2.6	0.6	0.0	0.0	2.3	0.6	4.0	2.1	1.6	1.9
21 - 25 hrs.	1.6	0.6	0.0	3.5	0.0	0.6	1.5	0.8	0.8	1.5
26 - 30 hrs.	1.6	8.8	8.5	0.7	2.3	0.6	2.5	3.4	0.8	2.2
More than 30 hours	3.1	1.3	0.0	3.6	1.5	3.4	3.5	0.4	0.8	3.3
Five hrs. or less**	80.9	86.3	91.7	86.4	89.3	90.9	77.3	81.1	93.0	78.6
47.6										

*These who did not answer and those not involved in guidance are excluded from the table.

**Addition of all lines except the first.

Except for minor errors, each column in this table presents 100% total.

TABLE 182

How many years in all have you been counselling students or involved in other school guidance work?

	TOTAL (Teachers and Counsellors)*									
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	B.C.
1 yr or less	28.0	21.1	6.9	8.1	3.3	40.9	25.2	36.1	32.6	24.2
2 - 3 yrs.	22.4	20.2	20.8	22.1	8.2	18.2	30.1	22.2	10.1	14.8
4 - 5 yrs.	14.0	22.0	20.8	12.8	9.8	20.5	14.0	5.0	7.9	9.3
6 - 10 yrs.	16.8	16.5	15.3	16.3	18.0	4.6	19.6	18.3	11.2	23.1
11 - 15 yrs.	8.4	0.9	5.6	4.7	14.8	11.4	4.9	10.6	12.4	9.3
16 - 20 yrs.	4.7	3.7	15.3	12.8	9.8	4.6	2.8	4.4	11.2	10.4
21 - 25 yrs.	2.8	0.9	15.3	23.2	14.8	0.0	0.7	1.1	12.4	5.5
26 or more years	2.8	14.7	0.0	0.0	21.3	0.0	2.8	2.2	2.3	3.3
At least two years of experience **	72.0	78.9	93.1	91.9	96.7	59.1	74.8	63.9	67.4	75.8
73.1										

*These who did not answer and those not involved in guidance are excluded from the table.

**Addition of all lines except the first.

Except for minor errors, each column in this table presents 100% total.

TABLE 183

Do you hold a certificate, diploma or degree in guidance?

	TOTAL (Teachers and Counsellors)*										
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
Elementary certificate	2.7	0.0	15.3	0.0	3.6	0.0	7.8	0.0	0.0	0.0	0.0
Intermediate certificate	6.4	0.0	0.0	0.0	0.0	0.0	14.8	1.7	1.7	0.6	0.0
Specialist certificate	7.2	0.0	0.0	0.0	0.0	0.0	13.4	0.0	1.7	1.7	15.2
Diploma in guidance	4.5	2.8	0.0	1.2	0.0	19.2	0.0	0.0	1.1	3.9	4.8
Degree in guidance	1.8	0.9	15.3	0.0	7.1	4.3	0.0	0.6	2.8	2.2	5.5
Other designation of guidance training	10.0	15.6	15.3	15.5	30.4	14.9	2.1	11.7	4.5	11.1	22.1
No certificate, diploma or degree	67.3	80.7	54.2	83.3	58.9	61.7	62.0	86.0	88.3	80.6	52.4

* Those who did not answer and those not involved in guidance are excluded from the table.
 Except for minor errors, each column in this table presents 100% total.

TABLE 184

Proportion of principals involved in guidance work.

	TOTAL (Principals)						
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.
Proportion involved in guidance	75.0	47.7	83.3	99.3	88.6	67.2	83.6

TABLE 185

How much time per week do you spend in counselling students or in other guidance work?

	TOTAL (Principals)*						
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.
Less than 1 hr.	25.0	16.5	76.4	2.4	14.3	9.2	8.9
1 - 5 hrs.	58.0	67.7	19.4	83.5	70.6	57.1	73.9
6 - 10 hrs.	12.0	2.7	4.0	12.5	15.1	16.2	17.2
11 - 15 hrs.	2.8	13.0	0.0	0.0	0.0	5.8	0.0
More than 15 hrs.	2.0	0.0	0.0	1.4	0.0	11.6	0.0

* These who did not answer and those not involved in guidance are excluded from the table.
 Except for minor errors, each column in this table presents 100%.

TABLE 186

How many years in all have you been counselling students or involved in tother school guidance work?

	TOTAL (Principals)*										
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASL.	ALTA.	B.C.
1 yr. or less	4.9	13.1	0.0	0.0	12.8	14.8	0.0	0.0	0.0	10.6	0.0
2 - 3 yrs.	7.9	28.1	27.3	7.7	26.4	6.8	4.5	6.3	9.3	0.0	3.8
4 - 5 yrs.	17.3	9.3	27.3	27.3	9.5	30.1	2.0	32.6	22.2	6.8	44.3
6 - 10 yrs.	20.5	13.7	24.2	10.5	6.3	24.4	32.8	20.3	12.6	25.2	6.3
11 - 15 yrs.	19.6	2.8	12.1	7.7	24.5	8.0	28.1	27.4	23.7	24.2	12.7
16 - 20 yrs.	10.6	16.7	0.0	0.7	11.6	8.5	17.0	11.0	9.1	1.0	24.1
21 - 25 yrs.	10.5	0.0	9.1	26.6	0.0	2.8	1.5	1.2	14.7	29.0	6.3
26 or more years	8.6	16.5	0.0	19.6	8.8	4.5	14.0	1.2	8.4	3.2	2.5
Average of 2 or more years	95.1	86.9	100.0	100.0	87.2	85.2	100.0	100.0	100.0	89.4	100.0

*Those who did not answer and those not involved in guidance are excluded from the table.
 Except for minor errors, each column in this table presents 100% total.

TABLE 187

Do you hold a certificate, diploma or degree in guidance?

	TOTAL (Principals)*										
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
Elementary certificate	3.6	0.0	0.0	1.4	0.0	0.0	13.3	0.0	0.0	5.5	0.0
Intermediate certificate	1.6	0.0	16.7	0.0	0.0	0.0	6.2	0.0	0.0	0.0	3.6
Specialist certificate	1.4	0.0	0.0	0.0	0.0	0.0	1.4	0.0	0.0	0.0	7.9
Diploma in guidance	0.6	0.0	0.0	0.0	0.0	7.5	0.0	0.0	0.0	0.3	0.0
Degree in guidance	1.9	0.0	0.0	0.0	0.0	19.8	0.0	4.6	0.0	0.0	0.0
Other designation of guidance training	4.9	1.7	0.0	9.1	0.0	21.0	0.8	2.9	4.9	3.1	6.7
No certificate, diploma, or degree	86.0	98.3	83.3	89.5	100.0	51.7	78.3	92.5	95.1	91.2	81.8

*Those who did not answer and those not involved in guidance are excluded from the table.
 Except for minor errors, each column in this table presents 100% total.

TABLE 188

Do you think that the number of guidance personnel in this school is sufficient?

	Counsellors, teachers and principals involved in guidance*										
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
TEACHERS AND COUNSELLORS											
Sufficient	37.4	6.4	5.5	9.9	3.6	9.1	50.0	23.0	33.7	41.1	56.9
Insufficient	62.6	93.6	94.5	90.1	96.4	90.9	50.0	77.0	66.3	58.9	43.1
PRINCIPALS											
Sufficient	20.5	0.0	7.7	25.7	8.4	14.8	55.9	14.2	15.3	17.6	50.7
Insufficient	79.5	100.0	92.3	74.3	91.6	85.2	44.1	85.8	84.7	82.4	49.3

*Those who did not answer are excluded from the table.
Except for minor errors, each part of this table presents a 100% total, by province.

TABLE 189

Proportion of schools* having a place where students can find books, magazines, and other information about different occupations; proportion having a private office or room which could be used for counselling; and proportion administering psychometric tests.

	TOTAL										
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
PLACE CONTAINING OCCUPATIONAL LITERATURE											
Yes	85.8	63.2	100.0	100.0	79.7	77.4	100.0	100.0	87.9	100.0	100.0
No	14.2	36.8	0.0	0.0	20.3	22.6	0.0	0.0	12.1	0.0	0.0
PRIVATE OFFICE OR ROOM FOR COUNSELLING											
Yes	64.0	39.6	49.3	93.8	46.4	48.4	100.0	76.4	72.6	84.2	100.0
No	36.0	60.4	50.7	6.2	53.6	51.6	0.0	23.6	27.4	15.8	0.0
ADMINISTRATION OF PSYCHOMETRIC TESTS											
Yes	93.3	89.4	100.0	100.0	79.4	87.0	100.0	100.0	100.0	100.0	100.0
No	6.7	10.6	0.0	0.0	20.6	13.0	0.0	0.0	0.0	0.0	0.0

*Those schools that did not answer are excluded from the table.
Except for minor errors, each part of this table presents a 100% total, by province.

TABLE 190

Which of the following kinds of tests are administered in this school?

Percentage of principals saying that each of the following psychometric tests is administered in their school*							
	I Q	Personality	Occupational Interest	Aptitude	Achievement	Other	No tests
CAN.	88.2	19.4	51.3	62.1	55.3	7.5	6.7
NFLD.	74.5	1.0	8.1	10.9	37.9	19.8	10.6
P.E.I.	93.6	3.4	33.3	47.0	36.8	0.0	0.0
N.S.	100.0	4.2	35.4	79.2	81.9	2.8	0.0
N.B.	76.0	2.4	27.9	55.4	26.3	6.9	20.6
QUE.	86.1	37.2	52.4	70.4	37.5	4.7	13.0
ONT.	91.1	12.6	66.7	89.7	92.8	16.8	0.0
MAN.	97.2	27.6	56.3	55.4	56.0	8.8	0.0
SASK.	100.0	2.9	53.8	33.9	46.2	3.0	0.0
ALTA.	98.7	11.1	84.2	65.3	78.3	1.1	0.0
B.C.	100.0	12.6	58.3	75.3	80.3	10.3	0.0

* Those who did not answer are excluded from the table.

TABLE 191

Do you think that the space, facilities and equipment available for guidance in this school are adequate?

		TOTAL (Principals)*										
		CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.
SPACE	Adequate	59.6	34.6	29.3	38.9	71.7	77.7	72.0	35.3	25.4	42.6	67.7
	Inadequate	40.3	65.4	70.7	61.1	28.3	22.3	28.0	64.7	74.6	57.4	32.3
FACILITIES AND EQUIPMENT	Adequate	55.5	16.9	27.8	32.6	69.8	81.4	73.1	22.5	7.0	26.0	78.5
	Inadequate	44.5	83.1	72.2	67.3	30.2	18.6	26.9	77.5	93.0	74.0	21.5

* Those who did not answer are excluded from the table.

Except for minor errors, each part of this table represents a 100% total, by province.

TABLE 192

Is there a guidance counsellor in your school?

	TOTAL (Students)										N.B.				QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
Yes	74.6	21.2	41.7	55.4	38.6	59.8	97.0	69.7	49.6	64.5	97.5	20.6	51.2	59.5	59.1	
No	18.2	66.2	47.5	38.6	47.8	26.4	1.3	22.6	41.9	29.5	0.9	62.0	38.2	26.1	28.6	
Don't know	7.0	12.2	9.9	6.0	13.4	13.5	1.5	7.5	8.5	5.8	1.4	17.4	10.7	14.1	11.7	
No answer	0.2	0.5	0.9	0.1	0.2	0.3	0.2	0.3	0.1	0.1	0.2	0.0	0.0	0.2	0.6	

Except for minor errors, each column in this table presents 100% total.

TABLE 193

Percentage who do not know whether or not there is a guidance counsellor in their school, by sex and grade.

	TOTAL	BOYS						GIRLS						12	13
		8	9	10	11	12	13	8	9	10	11	12	13		
CAN.	7.0	17.8	8.6	5.9	3.4	1.8	1.1	22.7	10.0	7.2	2.7	1.4	0.6		
NFLD.	12.2	—	17.2	13.0	5.6	—	—	—	17.4	12.6	2.0	—	—		
P.E.I.	9.9	—	14.9	12.2	11.4	4.3	—	—	10.5	7.9	8.1	3.2	—		
N.S.	6.0	—	12.5	6.0	2.2	2.2	—	—	10.2	5.8	1.6	0.2	—		
N.B.	13.4	—	23.6	16.1	8.4	2.5	—	—	24.0	14.0	7.4	3.1	—		
QUE.	13.5	17.8	10.3	7.4	3.8	0.0	—	22.7	18.2	20.7	5.4	0.8	—		
ONT.	1.5	—	2.5	2.1	1.8	0.9	1.1	—	1.7	1.1	0.8	1.0	0.6		
MAN.	7.4	—	17.2	8.0	4.5	6.4	—	—	11.3	6.9	2.4	3.3	—		
SASK.	8.5	—	14.6	10.6	7.3	3.6	—	—	11.1	6.7	6.7	6.7	—		
ALTA.	5.8	—	9.6	8.4	6.8	1.9	—	—	8.8	5.2	4.0	2	—		
B.C.	1.4	—	5.1	1.6	1.2	1.9	0.1	—	1.8	0.8	0.3	0.2	0.0		
N.B.-F.	17.4	—	31.3	17.7	12.7	1.5	—	—	26.9	14.3	13.0	2.1	—		
N.B.-E.	10.6	—	15.5	14.9	6.7	4.1	—	—	19.9	11.1	3.6	5.0	—		
QUE.-F.	14.1	18.5	10.1	7.4	3.3	0.0	—	22.6	20.5	25.2	5.8	0.7	—		
QUE.-E.	11.7	13.8	10.9	7.3	5.6	0.0	—	23.1	9.8	10.7	4.6	3.1	—		

TABLE 194

When may students see the guidance counsellor?

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Only by appointment	36.8	7.1	7.4	20.0	10.9	31.1	53.3	17.4	16.7	38.4	40.9	6.4	14.1	29.3	37.1
Without appointment, but only during his office hours	9.4	2.8	5.1	6.8	6.0	9.9	8.5	7.2	5.7	5.4	17.6	4.7	6.8	11.3	4.5
Any time during the day without appointment	12.1	6.6	18.1	17.0	10.6	7.0	14.4	17.1	12.4	7.2	20.2	6.0	13.7	6.7	8.1
Don't know	24.2	19.7	22.5	18.1	25.4	26.7	22.8	36.2	25.7	20.0	20.5	23.0	27.1	27.9	21.8
There is no guidance counsellor in this school	17.0	63.1	45.4	37.8	46.6	24.7	0.6	21.7	39.3	28.6	0.3	59.4	37.8	24.3	27.5
No answer	0.5	0.7	1.5	0.4	0.5	0.6	0.5	0.3	0.2	0.4	0.4	0.6	0.4	0.5	0.9

Except for minor errors, each column in this table presents a 100% total.

TABLE 195

Percentage who know when they may see the guidance counsellor, by sex and grade*

	TOTAL	BOYS					GIRLS					12		13	
		8	9	10	11	12	13	8	9	10	11	12	13	12	13
CAN.	70.7	57.2	61.7	70.0	77.3	82.2	84.2	51.7	62.8	69.4	76.4	82.7	88.5	82.7	88.5
NFLD.	45.5	—	28.8	33.5	56.8	—	—	—	38.2	55.2	75.5	—	—	—	—
P.E.I.	57.7	—	52.5	57.3	47.8	62.3	—	—	56.8	64.2	59.2	60.5	—	60.5	—
N.S.	70.8	—	56.9	64.5	84.2	90.3	—	—	60.3	67.3	82.2	78.0	—	78.0	—
N.B.	51.9	—	31.7	45.8	62.7	79.1	—	—	25.2	39.5	56.7	80.7	—	80.7	—
QUE.	64.3	57.2	61.7	71.8	82.9	87.1	—	51.7	58.0	54.4	71.3	84.5	—	84.5	—
ONT.	77.0	—	67.7	74.4	77.1	83.6	87.5	—	69.8	76.8	81.0	82.5	89.3	82.5	89.3
MAN.	53.5	—	42.2	45.7	53.0	58.8	—	—	52.7	50.4	62.0	67.5	—	67.5	—
SASK.	57.5	—	40.7	56.2	60.8	70.8	—	—	51.7	60.4	61.2	70.3	—	70.3	—
ALTA.	71.9	—	60.9	65.4	74.5	84.7	—	—	56.5	70.9	79.3	81.3	—	81.3	—
B.C.	79.3	—	66.1	77.2	80.8	85.0	64.0	—	69.4	80.0	79.4	90.1	84.1	90.1	84.1
N.B.-F.	42.4	—	26.4	56.5	64.8	86.3	—	—	18.8	36.6	34.0	49.4	—	49.4	—
N.B.-E.	56.1	—	38.3	40.6	61.5	78.3	—	—	29.7	40.7	66.1	82.1	—	82.1	—
QUE.-F.	62.9	55.2	60.6	71.4	83.5	87.0	—	49.9	55.8	46.8	66.6	84.6	—	84.6	—
QUE.-E.	69.5	67.0	67.9	73.3	80.3	94.1	—	58.2	65.5	71.7	83.1	76.9	—	76.9	—

*Those who did not answer or who say there is no counsellor in their school are excluded from the table.

The percentages represent those students who know when they may see the counsellor.

TABLE 196

Does your school have a place where students can find books, magazines, and other information about different occupations?

	TOTAL										N.B.				QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
Yes	79.1	79.2	78.8	87.0	72.9	67.5	91.2	79.8	76.7	78.3	79.9	66.7	77.1	65.4	74.8	
No	7.2	13.2	8.6	3.8	11.5	13.6	1.0	5.4	9.4	5.3	5.1	13.6	9.9	14.9	9.0	
Don't know	13.4	6.9	11.8	8.7	15.3	18.4	7.5	14.5	13.8	16.2	14.6	19.4	12.6	19.2	15.4	
No answer	0.4	0.7	0.8	0.5	0.4	0.5	0.3	0.3	0.1	0.2	0.4	0.3	0.4	0.4	0.8	

Except for minor errors, each column in this table presents 100% total.

TABLE 197

Percentage of students who know whether or not their school has a place where students can find books, magazines and other information about different occupations, by sex and grade*

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	86.2	76.6	81.1	71.1	90.3	94.1	95.7	73.6	79.8	87.7	90.3	94.2	97.9
N.F.L.D.	92.4	—	90.4	94.4	96.6	—	—	—	86.6	91.3	98.6	—	—
P.E.I.	87.4	—	85.8	89.7	81.2	94.2	—	—	83.7	90.0	84.2	94.8	—
N.S.	90.8	—	86.5	89.8	94.7	98.2	—	—	90.9	85.7	93.3	95.4	—
N.B.	84.3	—	76.6	81.1	87.7	91.6	—	—	77.9	84.7	88.8	91.1	—
QUE.	81.1	76.6	78.9	87.8	89.8	97.8	—	73.6	75.7	85.1	88.0	92.4	—
ONT.	92.2	—	85.7	93.2	93.4	95.7	96.7	—	86.0	93.4	94.2	95.4	98.4
MAN.	85.2	—	76.5	81.4	87.5	89.2	—	—	75.1	88.4	92.9	91.9	—
SASK.	86.1	—	78.3	85.5	87.1	95.9	—	—	77.9	87.1	87.2	95.0	—
ALTA.	83.6	—	77.2	77.6	89.2	91.2	—	—	71.1	82.0	88.6	92.0	—
B.C.	85.0	—	75.6	77.0	86.9	92.7	89.5	—	75.3	82.5	85.9	94.3	94.9
N.B.-F.	80.3	—	70.0	78.2	86.2	86.1	—	—	76.7	85.2	83.6	83.8	—
N.B.-E.	87.0	—	82.5	86.0	92.5	93.3	—	—	81.6	83.4	92.8	94.7	—
QUE.-F.	80.3	76.4	78.2	88.9	90.1	97.8	—	72.6	74.3	84.1	87.4	92.8	—
QUE.-E.	83.8	81.5	84.1	85.8	89.7	100.0	—	80.2	82.5	88.9	89.5	90.5	—

*The percentages represent those students answering "yes" or "no" rather than those who answer "don't know" or who do not answer at all.

TABLE 198

Can students here take tests from the guidance counsellor to help find out what jobs they are suited for?

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Yes	39.4	7.4	33.2	26.5	26.9	46.9	40.8	30.1	26.4	27.2	42.6	20.7	31.5	51.1	29.8
No	4.6	2.9	1.9	3.6	3.5	7.7	2.4	4.6	2.7	2.1	5.0	6.8	1.2	8.7	4.2
Don't know	39.1	25.6	18.4	31.5	23.2	21.7	55.6	43.5	32.5	41.5	51.7	13.7	29.5	17.4	37.7
There is no guidance counsellor in this school	16.4	63.3	45.6	38.2	45.8	22.8	0.9	21.6	38.0	28.8	0.5	57.8	37.5	21.9	27.4
No answer	0.5	0.8	0.9	0.3	0.6	0.9	0.2	0.2	0.4	0.3	0.2	0.9	0.4	0.9	1.0
Except for minor errors, each column in this table presents 100% total.															

TABLE 199

Percentage who know whether or not students in their school can take tests from the guidance counsellor to help find out what jobs they are suited for, by sex and grade*

	TOTAL	BOYS					GIRLS						
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	53.0	66.6	50.1	52.2	57.6	60.6	61.0	58.1	46.1	42.9	49.7	58.8	66.7
NFLD.	28.7	—	22.5	29.3	45.4	—	—	—	21.6	24.2	39.3	—	—
P.E.I.	65.7	—	56.9	80.5	50.8	62.1	—	—	66.5	80.7	44.1	42.6	—
N.S.	48.9	—	44.1	49.8	51.5	69.6	—	—	43.9	38.8	46.3	64.3	—
N.B.	56.7	—	50.7	52.0	65.6	81.5	—	—	27.8	41.8	62.6	77.0	—
QUE.	71.6	66.6	72.3	72.4	88.5	97.2	—	58.1	69.1	58.7	83.9	92.1	—
ONT.	43.7	—	41.5	43.2	39.4	51.3	61.1	—	38.6	39.8	35.0	47.5	67.1
MAN.	44.4	—	38.0	36.7	52.4	57.9	—	—	25.7	36.3	51.2	60.2	—
SASK.	47.2	—	34.0	39.3	49.0	63.0	—	—	36.6	37.0	59.5	75.8	—
ALTA.	41.5	—	28.5	39.1	45.2	55.1	—	—	28.5	38.0	45.9	50.0	—
B.C.	47.9	—	23.6	40.3	43.0	65.5	59.8	—	35.5	38.8	45.1	74.3	64.2
N.B.-F.	66.7	—	69.8	73.9	86.7	87.3	—	—	37.4	48.0	66.5	77.2	—
N.B.-E.	52.6	—	25.2	41.1	53.6	80.9	—	—	20.8	39.4	61.0	77.0	—
QUE.-F.	77.5	72.8	78.0	76.9	94.5	97.2	—	64.2	76.3	63.3	93.3	93.1	—
QUE.-E.	47.4	33.9	44.7	48.2	62.6	88.2	—	33.1	43.6	48.0	59.8	33.3	—

*Those who did not answer or who say there is no counsellor in their school are excluded from the table.

TABLE 200

Percentage of students who did, on their own initiative, go to see the guidance counsellor to talk about each of the following topics.

THE COUNSELLOR FOR EACH TOPIC	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	16.0	3.3	3.5	7.6	6.4	10.4	21.4	9.7	7.3	13.8	30.8	6.2	6.6	10.1	11.5
Job plans after education	16.6	3.2	4.1	11.8	9.6	14.4	20.2	11.4	7.5	12.2	27.0	7.5	11.1	15.4	11.2
Attending university	10.7	3.0	2.2	6.9	7.0	7.5	14.0	8.9	6.1	8.7	18.0	4.5	8.6	6.4	11.7
Attending post-secondary technical institution	5.0	0.8	1.5	2.5	3.1	5.1	5.3	3.4	2.2	4.3	8.2	2.7	3.5	5.9	2.6
Attending business college	3.6	1.3	1.5	2.9	2.4	3.8	3.7	2.3	1.9	2.7	5.5	3.8	1.5	4.3	2.0
Planning high school programme	19.2	2.8	2.2	7.9	6.2	12.4	21.2	9.5	7.3	16.5	50.4	5.8	6.7	12.6	11.5
Leaving high school before finishing	3.4	1.1	1.5	2.6	1.7	3.3	4.4	2.2	1.6	2.4	4.3	1.9	1.6	3.6	2.4

TABLE 201

Percentage of first year boys who did, on their own initiative, go to see the guidance counsellor to talk about each of the following topics.

	TOTAL (First year boys)										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	9.8	2.0	3.3	2.3	1.9	8.7	11.4	3.3	3.2	8.3	18.3	2.1	1.7	8.7	8.2
Job plans after education	10.3	3.1	0.9	5.5	3.0	10.8	10.0	5.5	3.3	4.2	10.8	2.1	3.9	11.6	6.6
Attending university	5.4	1.9	1.7	1.6	1.5	4.6	5.4	4.0	3.0	2.5	9.1	1.7	1.3	4.7	3.9
Attending post-secondary technical institution	3.9	0.5	3.2	2.0	1.8	4.4	3.5	1.5	0.6	2.3	4.0	2.5	1.1	4.9	1.8
Attending business college	2.7	0.8	0.9	1.4	1.7	2.8	2.0	1.4	1.0	0.5	3.2	2.6	0.7	2.9	1.8
Planning high school programme	11.3	3.1	2.5	5.5	1.3	8.6	10.4	4.0	4.3	4.4	27.8	1.4	1.2	9.1	6.3
Leaving high school before finishing	3.4	1.6	1.9	2.3	1.3	5.0	4.2	2.6	1.8	1.4	2.7	1.3	1.6	5.3	3.3

TABLE 202

Percentage of fourth year boys who did, on their own initiative, go to see the guidance counsellor to talk about each of the following topics.

	TOTAL (Fourth year boys)										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	24.6	2.4	3.9	17.2	9.0	19.8	28.3	15.5	12.8	18.9	30.7	1.7	11.0	19.3	21.7
Job plans after education	26.2	4.2	7.6	22.2	19.7	30.8	27.5	17.1	15.7	21.4	30.7	15.5	20.9	32.3	25.5
Attending university	21.7	3.1	7.8	22.3	22.1	21.3	22.4	17.3	15.3	18.6	24.7	18.2	23.2	15.9	41.0
Attending post-secondary technical institution	11.6	1.6	1.7	6.4	7.0	13.8	12.2	7.4	7.8	9.8	14.4	6.0	7.3	16.2	5.2
Attending business college	4.7	0.6	2.7	1.3	4.2	6.6	4.5	1.7	3.2	2.6	3.4	13.9	1.6	7.8	2.1
Planning high school programme	31.1	1.3	0.0	14.9	9.8	21.9	24.1	15.0	14.8	27.6	60.2	13.2	8.8	22.8	18.6
Leaving high school before finishing	4.7	1.0	1.7	1.6	3.2	4.2	6.1	3.0	2.7	3.4	5.2	4	1.7	4.7	2.5

TABLE 203

Percentage of first year girls who did on their own initiative, go to see the guidance counsellor to talk about each of the following topics.

	TOTAL (First year girls)										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	7.4	4.0	2.0	1.2	2.4	4.6	7.8	3.2	2.7	5.0	29.5	3.6	1.3	4.5	4.8
Job plans after education	7.8	2.4	2.4	4.2	3.1	4.8	8.3	3.1	2.5	3.7	17.5	5.4	1.0	5.3	2.8
Attending university	3.1	4.3	0.9	1.4	1.1	2.8	2.5	1.0	2.6	1.9	10.1	1.7	0.5	2.8	3.0
Attending post-secondary technical institution	1.0	0.8	1.3	0.2	0.3	1.0	0.8	0.5	0.8	0.6	2.5	0.6	0.0	1.2	0.2
Attending business college	2.0	1.9	1.6	0.9	0.5	2.1	2.0	0.5	1.2	1.2	5.6	0.4	0.5	2.5	0.5
Planning high school programme	8.9	3.0	0.9	3.8	0.7	5.1	10.2	1.7	1.8	3.4	36.8	0.0	1.3	5.2	4.9
Leaving high school before finishing	2.0	1.2	1.8	1.1	0.7	2.2	2.8	2.0	1.0	1.0	3.2	1.1	0.1	2.5	0.8

TABLE 204

Percentage of fourth year girls who did, on their own initiative, go to see the guidance counsellor to talk about each of the following topics.

	TOTAL (Fourth year girls)												N.B.		QUE.	
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
School marks or grades	29.3	3.5	5.7	8.5	7.5	11.3	31.3	14.7	13.3	25.1	45.7	5.3	8.5	8.4	17.9	
Job plans after education	29.3	4.4	5.2	17.4	18.6	14.4	31.1	19.7	15.7	22.7	40.7	6.9	23.7	13.2	17.2	
Attending university	20.2	5.3	2.9	13.0	18.6	9.6	19.2	16.8	12.1	17.4	28.9	4.0	24.9	3.0	24.6	
Attending post-secondary technical institution	6.6	0.3	0.5	3.4	5.8	1.5	6.1	5.3	4.3	6.1	8.4	0.5	8.1	1.2	2.2	
Attending business college	7.9	2.8	1.2	7.7	4.0	3.7	8.2	2.5	3.8	5.3	11.8	4.8	3.6	3.3	4.8	
Planning high school programme	33.4	3.7	0.9	9.3	8.1	11.7	28.8	14.9	13.7	28.0	65.4	3.5	10.1	9.4	16.9	
Leaving high school before finishing	4.4	0.9	0.5	0.2	2.2	1.7	6.2	2.0	1.3	2.7	4.9	4.4	1.8	1.8	1.6	

TABLE 205

Percentage of students who have ever been called in by the guidance counsellor to discuss each of the following topics.

	TOTAL												N.E.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	
School marks or grades	24.0	4.2	3.2	9.8	6.2	11.1	36.3	14.6	14.1	23.0	47.0	7.1	5.7	11.5	9.7	
Discipline	4.9	1.2	1.1	2.2	2.2	3.5	4.8	4.9	2.4	6.1	11.0	3.5	1.3	3.6	3.2	
Job plans after education	20.3	3.0	2.7	10.9	7.3	13.0	30.1	11.6	10.1	18.4	31.9	7.6	7.3	14.4	8.1	
Attending university	10.6	2.1	1.4	6.3	4.8	5.1	15.8	7.9	7.6	11.4	18.3	4.2	5.1	4.7	6.7	
Attending post-secondary technical institution	4.1	0.6	0.7	1.7	1.6	3.8	4.5	2.3	2.3	4.5	6.9	1.9	1.5	4.4	1.9	
Attending business college	3.5	0.8	1.1	2.1	1.8	3.2	3.9	1.6	2.0	3.1	6.1	3.0	0.9	3.5	1.9	
Planning high school programme	19.7	1.9	1.6	5.8	5.4	10.9	23.6	7.9	7.7	18.6	52.5	6.8	4.6	11.5	8.7	
Leaving high school before finishing	3.6	1.3	1.8	2.2	1.3	2.6	5.4	2.6	2.2	3.3	4.4	1.8	1.0	2.8	1.9	

TABLE 206

Percentage of first year boys who have ever been called to by the guidance counsellor to discuss each of the following topics.

	TOTAL (First year boys)										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	16.9	3.5	2.1	3.3	3.4	7.1	24.8	6.9	7.6	20.6	39.2	6.2	0.7	6.8	9.0
Discipline	5.2	1.6	1.1	1.4	1.9	6.1	5.6	7.9	1.5	8.7	10.3	2.9	0.9	6.3	4.7
Job plans after education	13.5	2.1	2.4	3.1	2.8	8.4	19.8	4.3	4.9	16.1	21.7	4.7	0.9	9.0	5.0
Attending university	5.9	1.0	1.6	2.0	0.6	3.5	8.4	2.2	4.4	10.2	11.5	0.8	0.4	3.5	3.3
Attending post-secondary technical institution	3.7	0.5	1.0	1.0	0.8	3.7	4.7	1.2	1.1	2.5	3.5	1.7	0.0	4.0	2.1
Attending business college	2.6	0.5	1.3	1.4	1.2	2.1	2.7	0.7	1.5	1.5	4.6	2.0	0.4	2.0	2.6
Planning high school programme	11.8	2.1	1.7	1.5	1.3	6.8	14.5	2.7	3.8	7.2	31.8	2.3	0.3	6.8	6.6
Leaving high school before finishing	3.8	1.7	2.0	3.1	0.9	4.2	5.9	2.4	2.3	6.1	4.6	1.5	0.4	4.3	3.7

TABLE 207

Percentage of fourth year boys who have ever been called in by the guidance counsellor to discuss each of the following topics.

	TOTAL (Fourth year boys)										N.B.		Q.U.E.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	41.5	4.7	7.8	26.6	10.2	19.5	46.2	27.1	20.5	38.0	54.3	6.9	11.1	18.8	22.2
Discipline	10.5	1.2	3.5	4.0	2.2	3.2	7.3	9.2	4.9	11.5	20.7	4.3	1.7	2.3	6.5
Job plans after education	31.6	4.5	2.1	22.8	18.3	25.9	36.7	20.8	14.7	30.1	31.4	13.7	19.6	27.1	21.5
Attending university	20.5	3.3	3.9	19.7	19.2	13.6	22.4	17.1	11.7	21.4	20.1	16.4	19.9	9.9	27.2
Attending post-secondary technical institution	9.7	2.0	1.5	4.3	4.7	9.3	9.0	5.3	6.2	11.3	11.8	6.9	4.1	10.8	3.9
Attending business college	5.0	0.6	0.8	1.2	2.4	5.6	3.6	2.1	3.4	4.8	5.3	6.0	1.4	6.2	3.2
Planning high school programme	32.2	1.2	2.1	12.9	6.0	18.8	27.5	13.8	11.4	29.7	60.3	7.1	5.7	19.6	15.8
Leaving high school before finishing	4.2	1.1	1.5	1.2	1.8	3.5	6.1	4.1	1.8	3.8	2.9	6.0	0.7	3.9	1.9

TABLE 208

Percentage of first year girls who have ever been called in by the guidance counsellor to discuss the following topics.

	TOTAL (First year girls)										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	13.3	2.9	1.5	3.8	2.0	4.0	22.9	3.1	5.3	15.5	29.1	2.5	1.6	4.3	2.6
Discipline	2.4	0.7	0.9	0.5	2.2	2.7	3.1	1.0	1.2	3.6	4.4	3.7	0.8	3.1	1.1
Job plans after education	11.7	2.0	2.2	1.4	2.4	5.0	21.8	1.9	4.0	11.5	21.0	4.5	0.6	5.7	1.9
Attending university	4.5	1.8	0.7	0.2	0.5	1.4	6.9	1.2	3.3	7.1	11.5	0.1	0.0	1.4	1.4
Attending post-secondary technical institution	1.1	0.1	0.5	0.2	0.0	0.3	1.2	0.1	0.5	1.4	4.5	0.0	0.0	0.3	0.2
Attending business college	2.1	0.5	1.6	0.5	0.5	1.8	2.7	0.5	1.2	2.1	6.1	1.0	0.0	1.9	1.1
Planning high school programme	10.7	2.3	1.5	1.1	0.7	2.9	14.1	1.5	3.3	7.2	37.6	0.7	0.6	2.8	3.1
Leaving high school before finishing	2.8	1.2	2.0	0.2	0.5	1.0	5.3	1.4	1.3	3.3	2.6	0.6	0.4	1.1	0.7

TABLE 209

Percentage of fourth year girls who have ever been called in by the guidance counsellor to discuss each of the following topics.

	TOTAL (Fourth year girls)														N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.	FR.	ENG.	
School marks or grades	37.3	3.9	3.7	11.8	6.5	10.5	42.6	23.2	21.6	31.2	50.5	2.8	8.1	9.8	12.0			
Discipline	2.7	0.3	0.5	0.1	0.5	0.7	1.9	1.9	1.4	4.0	5.2	0.0	0.7	0.8	0.6			
Job plans after education	31.0	3.2	1.7	13.8	12.6	13.0	34.0	25.0	18.7	26.9	38.3	3.8	16.4	14.5	9.6			
Attending university	17.9	2.7	0.9	10.4	9.5	4.7	16.9	18.0	16.1	17.7	22.1	3.5	12.0	2.2	10.5			
Attending post-secondary technical institution	5.4	0.1	0.0	2.2	2.8	1.1	3.0	4.8	3.5	4.7	9.7	0.0	4.0	1.1	1.0			
Attending business college	5.7	0.7	0.6	4.8	2.4	2.9	4.6	3.0	3.9	4.4	9.7	2.0	2.6	3.4	1.9			
Planning high school programme	35.2	2.3	0.5	6.8	3.7	12.2	28.1	10.8	15.6	28.1	64.1	3.1	4.0	11.5	13.6			
Leaving high school before finishing	2.6	0.4	0.5	0.5	0.4	1.7	3.6	1.6	1.6	2.4	2.2	0.5	0.3	2.2	0.5			

TABLE 210

Percentage of students who did, on their own initiative, go to see a teacher or principal at this school
(other than a guidance counsellor) to talk about each of the following topics.

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	30.4	24.0	25.4	26.8	29.5	32.0	28.9	22.8	23.3	28.4	39.0	22.7	34.1	32.3	30.5
Job plans after education	13.0	8.4	9.4	13.3	14.5	17.3	11.4	9.1	9.3	11.0	9.6	15.4	14.0	18.7	12.3
Attending university	8.4	10.5	6.7	10.8	7.9	9.0	7.5	8.2	9.3	7.9	8.1	6.7	8.6	8.2	11.7
Attending post-secondary technical institution	3.6	2.6	1.6	2.3	3.8	4.9	3.1	2.6	2.9	3.4	3.0	3.2	4.3	5.5	3.0
Attending business college	3.5	2.4	2.9	3.1	3.8	5.6	2.3	2.1	2.8	3.3	2.3	5.4	2.8	6.2	3.5
Planning high school programme	15.1	10.3	5.9	10.9	10.9	17.7	13.0	11.1	13.6	20.2	16.2	6.4	13.8	18.7	13.5
Leaving high school before finishing	3.5	3.0	3.2	3.8	3.2	4.4	3.1	2.9	3.2	2.7	3.0	3.1	3.1	4.7	3.7

TABLE 211

Percentage of first year boys who did, on their own initiative, go to see a teacher or principal at this school
(other than a guidance counsellor) to talk about the following topics.

	TOTAL (First year boys)										N.B.		Q.E.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	23.4	21.0	12.9	25.2	20.5	21.0	13.7	13.7	15.1	23.3	28.5	15.4	25.4	21.3	19.5
Job plans after education	9.1	3.6	3.2	8.0	8.3	11.0	4.5	3.4	2.3	4.5	5.7	7.7	8.7	11.9	5.8
Attending university	4.7	6.7	2.3	4.0	2.2	7.1	2.0	1.8	2.8	2.8	5.4	2.2	2.3	7.3	5.5
Attending post-secondary technical institution	3.2	1.5	0.9	2.5	0.7	3.5	2.1	2.0	1.2	1.4	0.9	0.5	0.9	3.7	2.1
Attending business college	2.8	2.1	2.2	0.8	2.2	4.9	1.8	1.1	1.0	0.5	1.3	3.0	1.4	4.9	4.8
Planning high school programme	10.2	9.3	4.0	4.7	5.6	11.6	4.7	3.5	5.4	4.3	10.3	3.4	7.6	12.3	8.1
Leaving high school before finishing	3.4	2.9	2.9	4.3	3.6	4.1	2.3	3.8	2.8	1.4	2.4	2.8	4.4	4.3	3.1

TABLE 212

Percentage of fourth year boys who did, on their own initiative, go to see a teacher or principal at this school
(other than a guidance counsellor) to talk about each of the following topics,

	TOTAL (Fourth year boys)											N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	40.2	34.1	38.2	37.6	41.1	47.0	41.0	29.9	35.9	35.6	44.9	22.6	46.1	48.1	43.1
Job plans after education	19.3	13.8	14.4	17.7	25.2	25.4	21.2	14.5	19.0	16.8	15.3	29.0	24.1	27.1	19.4
Attending university	16.8	21.9	22.7	28.6	22.8	19.3	14.4	18.5	20.0	16.4	15.0	22.8	22.7	16.3	30.0
Attending post-secondary technical institution	9.1	7.4	4.6	3.2	8.7	11.5	10.4	3.8	8.5	9.3	8.0	4.2	9.9	12.8	6.8
Attending business college	4.0	2.9	5.8	1.6	5.2	7.0	3.8	1.7	3.0	2.9	2.8	9.6	4.0	7.8	4.2
Planning high school programme	21.7	16.1	8.9	21.3	16.9	27.3	18.6	16.5	27.7	30.2	22.7	3.1	20.7	28.9	21.5
Leaving high school before finishing	4.8	4.9	6.0	2.2	3.4	5.2	5.3	4.3	5.0	4.6	3.7	3.9	3.2	5.5	4.0

TABLE 213

Percentage of first year girls who did, on their own initiative, go to see a teacher or principal at this school
(other than a guidance counsellor) to talk about each of the following topics,

	TOTAL (First year girls)											N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	21.5	17.3	17.4	21.8	19.6	21.3	11.8	16.2	13.0	26.7	28.1	14.8	23.9	21.8	19.0
Job plans after education	8.2	5.4	5.5	9.0	9.6	12.0	3.7	3.7	3.5	2.9	6.1	12.0	7.5	13.9	3.8
Attending university	2.9	6.1	3.8	4.9	3.2	4.3	1.7	2.9	3.9	2.0	2.4	3.3	3.1	4.3	4.4
Attending post-secondary technical institution	0.8	0.8	1.2	0.3	0.0	1.5	0.2	0.5	0.8	0.4	0.9	0.0	0.0	1.7	0.8
Attending business college	2.8	1.9	2.3	3.2	1.8	3.1	1.1	0.8	1.0	0.7	1.4	2.7	1.0	3.5	1.5
Planning high school programme	8.4	6.9	5.2	4.2	4.1	8.5	5.4	3.7	3.1	3.4	11.1	1.2	6.7	9.0	6.5
Leaving high school before finishing	2.7	3.1	2.5	6.3	1.8	2.6	1.0	1.7	2.7	1.1	4.6	1.7	1.8	2.8	1.8

TABLE 214

Percentage of fourth year girls who did, on their own initiative, go to see a teacher or principal at this school (other than a guidance counsellor) to talk about each of the following topics.

	TOTAL (Fourth year girls)											N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	39.3	28.4	46.4	41.0	41.0	39.3	36.7	29.8	30.7	39.1	48.6	37.6	42.4	38.6	41.1
Job plans after education	17.2	12.4	28.7	29.3	21.9	24.1	16.6	6.6	16.0	16.9	14.0	28.3	19.0	26.2	19.3
Attending university	12.4	12.6	20.2	24.9	15.0	11.7	9.9	15.4	17.8	13.2	10.6	14.5	15.3	5.9	24.7
Attending post-secondary technical institution	3.3	1.8	0.0	4.3	5.9	3.2	2.6	3.0	4.4	2.4	2.6	4.8	6.4	3.9	1.6
Attending business college	5.4	5.3	7.7	10.1	5.5	9.0	5.0	3.3	9.1	6.5	3.8	7.7	4.6	10.5	5.6
Planning high school programme	20.7	13.6	13.4	20.8	21.4	21.4	16.6	20.5	23.6	27.3	22.3	14.3	24.4	21.8	20.6
Leaving high school before finishing	3.1	1.0	3.4	0.7	2.7	4.3	3.6	2.6	3.5	2.1	3.0	5.4	1.5	5.1	2.5

TABLE 215

Percentage of fourth year girls who did, on their own initiative, go to see a teacher or principal at this school (other than a guidance counsellor) to talk about each of the following topics.

	TOTAL											N.B.		QUE.	
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	23.4	31.8	20.5	22.6	25.0	27.0	19.6	19.6	22.6	22.5	24.1	18.7	29.4	28.2	22.5
Discipline	19.9	12.7	13.5	16.4	17.7	20.0	18.2	16.1	16.7	22.2	28.0	12.5	21.4	20.6	17.7
Job plans after education	8.3	8.2	6.4	8.9	9.4	12.0	6.4	4.9	6.4	7.8	5.1	11.8	7.8	13.2	7.8
Attending university	4.2	8.5	4.1	5.2	3.9	4.6	3.6	3.9	4.9	4.7	3.6	4.1	3.7	4.3	5.6
Attending post-secondary technical institution	2.2	1.7	1.1	1.6	2.5	3.4	1.6	1.5	1.5	1.8	1.3	3.6	1.8	3.8	2.3
Attending business college	2.2	1.9	2.3	1.6	2.2	3.4	1.3	1.4	1.6	1.8	1.7	3.4	1.6	3.8	2.3
Planning high school programme	10.3	8.6	6.1	7.5	6.6	13.3	7.5	6.8	8.4	15.0	10.2	4.3	8.1	14.3	9.4
Leaving high school before finishing	3.1	4.5	2.5	3.6	3.1	3.8	2.7	2.7	2.4	2.2	2.4	3.2	3.1	4.0	3.1

TABLE 216

Percentage of first year boys who have been called in by a teacher or principal at this school (other than a guidance counsellor) to discuss each of the following topics.

	TOTAL (First year boys)										N.B.		QUE.		
	CAN.	NFLD.	PEL.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	20.4	24.8	11.5	23.4	21.1	21.8	11.6	18.9	16.0	18.9	20.0	13.2	28.8	22.9	16.1
Discipline	21.7	15.4	11.8	20.9	22.1	21.7	15.0	24.1	20.6	30.5	29.7	12.8	31.0	22.5	17.2
Job plans after education	7.1	8.2	2.0	7.5	6.8	11.5	4.5	3.6	2.6	4.3	3.0	8.1	5.5	12.7	5.3
Attending university	3.1	5.0	1.3	3.0	1.7	3.8	1.6	1.0	2.0	2.1	2.4	2.2	1.2	3.8	3.6
Attending post-secondary technical institution	2.6	1.3	1.2	1.7	2.0	3.9	1.9	2.0	0.8	1.2	0.8	3.3	0.7	3.8	4.1
Attending business college	2.1	2.9	1.4	1.3	2.1	4.0	1.2	0.7	0.5	0.2	3.0	1.9	2.3	4.3	2.5
Planning high school programme	7.4	7.6	1.0	3.4	2.7	9.0	3.8	4.0	4.2	3.4	4.9	1.2	4.2	9.5	6.7
Leaving high school before finishing	3.4	5.3	1.6	4.3	4.1	4.3	2.0	4.3	2.3	2.7	2.4	3.2	5.0	4.2	4.5

TABLE 217

Percentage of fourth year boys who have been called in by a teacher or principal at this school (other than a guidance counsellor) to discuss each of the following topics.

	TOTAL (Fourth year boys)										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	34.6	50.1	39.9	36.4	42.9	40.6	30.5	35.1	40.1	39.9	32.9	21.7	48.7	41.8	36.3
Discipline	36.3	21.1	24.3	25.5	34.9	29.1	35.8	24.9	32.4	39.5	41.3	22.7	38.2	29.5	27.3
Job plans after education	11.1	14.1	12.2	17.1	17.0	14.0	10.0	7.7	12.6	12.4	9.2	17.2	16.9	13.4	16.2
Attending university	8.0	21.1	17.5	14.4	11.2	9.7	6.4	7.7	12.2	9.9	6.3	16.4	9.8	7.3	18.7
Attending post-secondary technical institution	3.8	4.6	2.7	1.8	5.7	5.7	3.5	3.2	4.2	5.2	2.5	6.8	5.4	6.2	3.6
Attending business college	2.7	1.8	7.2	0.4	1.3	4.4	1.6	2.3	2.4	3.5	2.0	1.7	1.1	5.1	2.1
Planning high school programme	15.3	16.4	4.8	14.8	11.7	23.0	11.2	11.1	20.0	26.1	15.4	2.3	14.3	24.6	17.1
Leaving high school before finishing	4.1	6.7	2.7	2.7	2.5	3.9	5.2	4.7	3.8	3.4	2.6	0.9	2.9	4.1	3.1

TABLE 218

Percentage of first year girls who have been called in by a teacher or principal at this school (other than a guidance counsellor) to discuss each of the following topics.

	TOTAL (First year girls)										N.B.		Q.U.E.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	14.5	18.3	9.4	17.4	12.7	17.8	7.4	11.0	8.4	15.1	15.6	9.4	15.8	19.9	8.8
Discipline	9.6	5.5	5.4	8.0	8.3	9.9	5.6	6.3	5.7	14.1	15.4	6.9	9.6	10.6	7.0
Job plans after education	5.2	5.8	3.0	3.4	4.9	8.3	2.6	1.3	1.4	2.4	4.7	8.1	2.1	9.9	1.3
Attending university	1.2	4.8	1.3	0.3	1.2	2.5	0.8	0.5	0.7	1.5	1.9	2.3	0.2	3.0	0.3
Attending post-secondary technical institution	0.8	1.1	1.5	0.0	0.1	1.5	0.3	0.1	0.0	0.2	1.1	0.2	0.0	1.7	0.4
Attending business college	1.5	1.7	2.1	0.9	1.0	1.3	0.9	0.4	0.1	0.4	0.8	1.2	0.9	1.4	0.7
Planning high school programme	5.5	4.8	4.2	3.8	1.8	6.8	3.0	1.8	2.0	2.2	6.2	1.2	2.3	7.7	3.1
Leaving high school before finishing	2.2	3.8	1.5	2.2	1.9	1.7	1.2	0.6	1.1	0.7	1.2	2.8	1.1	1.9	0.8

TABLE 219

Percentage of fourth year girls who have been called in by a teacher or principal at this school (other than a guidance counsellor) to discuss each of the following topics.

	TOTAL (Fourth Year girls)										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
School marks or grades	21.3	42.2	33.9	19.1	26.9	28.0	18.7	19.8	29.9	24.1	21.5	22.7	28.7	29.7	24.4
Discipline	10.7	6.8	10.6	4.0	13.9	16.5	9.5	6.1	7.9	12.2	15.5	14.8	13.5	17.6	14.1
Job plans after education	7.9	13.5	10.1	7.2	15.3	13.9	7.1	6.5	12.0	10.0	5.1	21.2	12.7	15.2	10.9
Attending university	5.3	13.6	7.1	12.8	6.7	4.1	4.4	6.0	9.9	6.6	3.2	7.1	7.1	2.2	8.2
Attending post-secondary technical institution	1.0	1.2	1.1	0.8	4.1	1.3	0.8	0.9	1.1	0.9	0.5	6.0	3.3	1.8	0.3
Attending business college	1.7	3.1	3.1	1.8	4.7	3.1	1.3	0.8	3.7	2.4	0.9	8.3	3.1	3.4	2.5
Planning high school programme	11.0	11.0	11.2	10.8	7.6	15.5	8.1	8.2	15.4	21.0	10.1	3.0	9.6	17.0	12.1
Leaving high school before finishing	1.5	1.3	2.0	0.9	2.0	2.4	1.9	1.3	1.5	0.9	1.0	4.9	0.8	3.3	0.3

TABLE 220

How often since the beginning of the year did you get some occupational material to read?

	TOTAL										N.E.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	AKTA.	B.C.	FR.	ENG.	FR.	ENG.
Never	54.9	34.1	47.1	52.7	51.4	49.9	59.9	58.4	45.2	59.8	60.2	49.1	53.4	50.6	47.1
Once	12.8	9.5	8.8	14.2	11.4	11.4	15.2	12.5	12.8	10.5	12.5	10.3	11.9	11.5	10.9
Twice	7.5	9.1	10.1	9.1	7.6	6.2	8.5	7.2	8.2	6.8	7.6	6.3	8.4	5.8	8.0
Three times	3.8	4.8	4.2	5.8	2.8	3.6	4.3	3.8	4.6	3.3	2.9	2.1	3.2	3.2	5.1
Four or more times	11.5	26.5	17.1	12.7	10.5	12.3	10.1	10.0	16.6	10.1	9.6	10.6	10.4	11.3	16.2
There is no such place in this school	8.5	14.5	11.0	4.7	15.5	15.3	1.2	7.3	11.9	8.6	6.4	20.7	11.8	16.4	11.0
No answer	1.0	1.6	1.7	0.8	0.9	1.2	0.9	0.9	0.7	1.0	0.9	0.8	0.9	1.1	1.7
Except for minor errors, each column in this table presents 100% total.															

Except for minor errors, each column in this table presents 100% total.

TABLE 221

Percentage of students who got some occupational material to read at least once since the beginning of the year, by sex and grade.*

	TOTAL	BOYS						GIRLS					
		8	9	10	11	12	13	8	9	10	11	12	13
CAN.	39.3	34.9	39.9	39.0	40.3	42.4	50.2	34.7	35.2	37.8	37.9	44.0	56.9
NFLD.	59.4	—	60.8	54.5	73.1	—	—	—	54.7	53.2	65.7	—	—
P.E.I.	46.1	—	44.2	44.3	49.9	48.7	—	—	48.8	41.9	49.3	47.8	—
N.S.	44.2	—	40.5	41.5	38.5	49.7	—	—	51.4	42.3	37.5	60.1	—
N.B.	38.5	—	34.9	35.5	34.3	45.4	—	—	39.1	36.4	40.3	47.6	—
QUE.	40.2	34.9	39.2	46.1	50.8	47.9	—	34.7	33.1	42.6	44.5	20.6	—
ONT.	38.8	—	39.3	34.3	32.4	41.1	56.4	—	34.7	36.6	33.7	44.9	60.2
MAN.	36.5	—	41.3	26.3	34.9	33.9	—	—	38.8	38.5	43.7	36.2	—
SASK.	48.2	—	49.9	49.3	41.2	54.9	—	—	42.6	47.5	44.2	57.4	—
ALTA.	33.9	—	33.9	33.4	42.2	42.5	—	—	21.6	24.3	34.0	37.8	—
B.C.	35.1	—	35.5	32.2	33.3	40.9	12.6	—	31.5	34.0	32.5	42.8	36.0
N.B.-F.	37.4	—	24.0	36.3	38.7	38.6	—	—	43.0	41.2	41.2	34.6	—
N.B.-E.	38.8	—	44.4	35.0	32.0	46.8	—	—	35.5	33.2	39.7	52.9	—
QUE.-F.	38.6	34.3	38.2	45.8	50.7	48.2	—	31.6	29.8	40.0	37.7	18.7	—
QUE.-E.	46.0	37.2	44.7	47.7	51.1	11.8	—	44.9	43.7	48.0	58.9	47.1	—

*The percentages represent those students who have visited the occupational literature place at least once since the beginning of the year. Those who did not answer or who say there is no such place in their school are excluded from the table.

TABLE 222

Have you ever taken (in this school) a test to help you find out what jobs you are suited for?

	TOTAL										N.B.		QUE.		
	CAN.	NFLD.	PEI.	N.S.	N.B.	QUE.	ONT.	MAN.	SASK.	ALTA.	B.C.	FR.	ENG.	FR.	ENG.
Yes	35.7	4.7	23.3	22.8	28.2	52.2	26.8	29.3	21.1	24.8	38.7	32.8	25.5	60.4	21.7
No	44.7	43.5	35.6	45.5	38.5	28.1	59.6	46.9	45.2	48.2	49.9	30.1	43.9	21.4	52.9
Can't remember	7.9	6.0	7.3	5.8	6.7	6.5	10.1	7.8	7.9	8.5	7.1	8.4	5.6	6.7	5.9
Tests not given in this school	11.1	44.5	32.4	25.2	25.9	12.6	2.9	15.4	25.3	17.9	3.9	28.0	24.4	11.1	18.2
No answer	0.6	1.4	1.4	0.8	0.7	0.6	0.5	0.6	0.6	0.6	0.3	0.7	0.6	0.4	1.2
except for minor errors, each column in this table presents 100% total.															

Except for minor errors, each column in this table presents 100% total.

TABLE 223

Percentage who have taken a test to help them find out what jobs they are suited for, by sex and grade*

	TOTAL	BOYS										GIRLS									
		8	9	10	11	12	13	8	9	10	11	12	13								
CAN.	40.4	54.4	36.3	39.5	42.9	50.7	59.5	47.1	30.5	32.1	36.3	47.5	59.4								
NFLD.	8.6	—	6.6	14.2	15.0	—	—	—	3.6	7.1	4.9	—	—								
P.E.I.	35.2	—	29.3	44.5	23.2	38.3	—	—	28.3	47.5	17.4	48.1	—								
N.S.	30.8	—	24.0	34.1	30.3	46.4	—	—	21.5	32.7	31.4	39.2	—								
N.B.	38.4	—	30.7	34.7	45.1	66.3	—	—	17.4	31.1	40.4	52.0	—								
QUE.	60.1	54.4	64.1	61.9	77.2	96.5	—	47.1	56.3	49.2	68.1	85.0	—								
ONT.	27.8	—	23.8	28.1	20.6	34.3	59.5	—	20.6	26.7	15.4	29.4	58.6								
MAN.	34.9	—	15.3	30.2	42.6	52.0	—	—	11.2	28.5	44.5	58.7	—								
SASK.	28.4	—	9.2	18.7	37.8	52.2	—	—	7.6	16.7	37.8	64.0	—								
ALTA.	30.4	—	12.9	29.2	33.6	48.2	—	—	5.4	32.8	31.1	45.9	—								
B.C.	40.4	—	10.2	26.6	27.9	64.6	58.9	—	25.9	31.4	42.6	70.0	64.4								
N.B.-F.	46.0	—	38.3	54.3	64.1	63.8	—	—	20.2	39.3	55.0	40.0	—								
N.B.-E.	34.0	—	20.2	22.0	34.5	57.4	—	—	12.2	29.4	34.9	41.9	—								
QUE.-F.	69.0	61.5	72.0	68.6	86.8	96.9	—	55.2	65.3	58.4	79.3	86.8	—								
QUE.-E.	27.2	12.0	23.7	26.3	36.7	41.2	—	11.1	22.1	27.1	37.9	37.9	—								

*The percentages represent those students who have taken an occupational test. Those who did not answer or who say occupational tests are not given in their school are excluded from the table.

PART IV

APPENDIX

A Study of the Career Decisions of Canadian Youth

Student Questionnaire

The purpose of this questionnaire is to learn as much as possible about the interests and attitudes of high school students so that this information can be related to providing satisfactory career opportunities for Canadian young people when they finish school. The questionnaire is part of a research study being carried out by the Canadian Department of Labour in co-operation with the Department of Education in your province.

All information you give for this study is strictly confidential. It will be used only for statistical purposes.

A. You and Your School

1. At the bottom of this page, you will find lists of programmes or courses of study offered in the different provinces. Find the list for *your Province* and indicate *all* the programmes or courses offered in *your school*. Mark as many spaces as apply on the answer sheet. If you are not sure about some of them, mark space i for item 1. If there is no programme or course of study in your school, mark space j for item 1.
2. Which programme or course of study are you in now?
Look at the list of programmes for your Province, and indicate the one you are in on line 2 of the answer sheet.
If you have not chosen any programme or course of study yet, mark space i on line 2.
If there is no programme or course of study in your school, mark space j on line 2.
3. Since you entered high school, have you been in a programme or course of study other than the one you are in now?
If yes: look at the list of programmes for your Province, and indicate the one you were in before on line 3 of the answer sheet.
If no: Mark space i on line 3 of the answer sheet.
If you have not chosen your programme of study yet, mark space j on line 3.
If there is no programme of study in this school or only one, mark space k on line 3.
4. What were the *two main* reasons that made you leave the programme or course of study you were in before?
(Mark only *two* spaces.)
 - a. My marks were not good enough
 - b. It did not lead to good job opportunities
 - c. There was too much work
 - d. I had difficulty with certain subjects
 - e. I did not like most of the subjects
 - f. It did not lead to further education after high school
 - g. None of the above reasons
 - h. Don't know
 - i. I have never been in another programme of study
5. What programme or course of study do you think you are most suited for? Look at the list of programmes for your Province, and indicate it on line 5 of the answer sheet. If you are not sure, but you think you are not suited for the one you are in now, mark space i on line 5.
If you don't know, mark space j on line 5.
If you never thought about it, mark k on line 5.
If there is no programme of study in your school, mark space l on line 5.
6. If you are not now in the programme or course of study you think you are most suited for,

LIST OF PROGRAMMES IN THE DIFFERENT PROVINCES

ALBERTA

- a. Business Education
- b. Matriculation Programme
- c. Matriculation—Technical
- d. Matriculation—Business Education
- e. Technical—Vocational
- f. Other Programme

QUEBEC (English Catholic)

- a. Honours
- b. Pass
- c. Commercial

QUEBEC (English Protestant) (Academic or University)

- a. Latin
- b. Science
- c. Practical
- d. Commercial
- e. Occupations
- f. Other Programme

PRINCE EDWARD ISLAND

- a. College or University Preparatory
- b. Commercial High School
- c. General
- d. Vocational High School

NOVA SCOTIA

- a. Commercial General
- b. General Course
- c. Special Commercial
- d. Terminal
- e. University Preparation
- f. Vocational or Trade Course

NEWFOUNDLAND

- a. Commercial
- b. Matriculation (University Preparation)
- c. Trade

BRITISH COLUMBIA

- a. Academic—Technical
- b. General Programme
- c. Regular Educational Programme
- d. Commercial
- e. Community Services
- f. Visual and Performing Arts
- g. Programmes for Particular Occupations

ONTARIO

- a. 5 yr. Arts & Science
- b. 4 yr. Arts & Science
- c. 5 yr. Commercial

ONTARIO (Cont'd)

- d. 4 yr. Commercial
- e. 5 yr. Science, Technology and Trades
- f. 4 yr. Science, Technology and Trades
- g. 2 yr. Programme
- h. 1 yr. Occupational

MANITOBA

- a. General Course
- b. University Entrance
- c. Vocational Commercial
- d. Vocational Industrial

SASKATCHEWAN

- a. Commercial
- b. General
- c. Technical
- d. Terminal (special)
- e. University Preparatory

NEW BRUNSWICK

- a. Academic (University Preparatory)
- b. Technical High School (Home Economics, Industrial)
- c. Vocational or Job Preparatory (Commercial, Home Making, Industrial)

- have you ever talked about this with any of the following persons?
(Mark as many spaces as apply)
- Your parents
 - A teacher
 - The guidance counsellor
 - The principal or vice-principal
 - Have not talked about this with any of these persons
 - I am now in the programme of study I am suited for
- Look at the list of programmes or courses of study in your Province and indicate which programme in high school is generally regarded by students as *best*?
 - Look at the list of programmes or courses of study in your Province and indicate which programme in high school is generally regarded by students as *worst*?
 - Look again at the list of programmes or courses of study in your Province and indicate which programme in high school is generally regarded by students as *leading to the best jobs*?
 - Look once more at the list of programmes or courses of study in your Province and indicate which programme in high school is generally regarded by students as *leading to the worst jobs*?
 - Were you placed in your present programme or course of study by the school, or did you choose to go into it yourself?
 - Was placed in programme or course by school
 - Chose to go into it myself
 - There is only one programme of study in this school
 - Did you choose this programme or course of study:
 - Because I do not like the subjects in the other programmes or courses of study
 - Because I like the subjects in this programme or course of study
 - I don't know
 - I did not choose my programme of study
 - There is no programme or course of study or only one in this school
 - Did you choose this programme or course of study:
 - Because it prepares me for almost any career
 - Because it trains me for a particular type of work
 - I don't know
 - I did not choose my programme of study
 - There is no programme or course of study or only one in this school
 - Did you choose this programme or course of study:
 - Because it leads to further education after high school
 - Because it enables me to get a job as soon as I leave high school
 - I don't know
 - I did not choose my programme of study
 - There is no programme or course of study or only one in this school
 - Who helped you most to decide which programme or course of study to go into? (Mark only one space.)
 - My parents
 - Other relatives or adults
 - A teacher
 - The principal or vice-principal
 - A guidance counsellor
 - Friends
 - Other
 - No one helped me
 - Don't remember
 - I did not choose my programme of study
 - There is no programme of study or only one in this school
 - Before you entered this programme or course of study, had you decided what kind of occupation you would like to have when you finished your schooling?
 - Yes, I was fairly well decided
 - Yes, I had some idea, but was not definitely decided
 - No, I still had not made up my mind
 - I don't remember
 - I have not chosen my programme of study yet
 - There is no programme of study or only one in this school
 - Thinking back to when you first entered this high school, were there any other schools in your area you would have been allowed by the authorities to attend?
 - Yes
 - No
 - Don't remember
 - Did you choose this school:
 - Because I do not care for the programmes or courses of study in other schools

- b. Because it has a programme or course of study with subjects I like
 - c. I don't know
 - d. There were no other schools I could have attended
19. Did you choose this school:
- a. Because it has a programme or course of study that prepares me for almost any career
 - b. Because it has a programme or course of study that trains me for a particular type of work
 - c. I don't know
 - d. There were no other schools I could have attended
20. Did you choose this school:
- a. Because it has a programme or course of study that leads to further education after high school
 - b. Because it has a programme or course of study that enables me to get a job as soon as I leave high school
 - c. I don't know
 - d. There were no other schools I could have attended
21. Who helped you most to choose the school you are attending? (Mark only one space.)
- a. My parents
 - b. Other relatives or adults
 - c. A teacher
 - d. The principal or vice-principal
 - e. A guidance counsellor
 - f. Friends
 - g. Other
 - h. No one helped me
 - i. Don't remember
 - j. There were no other schools I could have attended
22. If you had your choice, would you prefer to attend:
- a. A school where all the students are in the same programme or course of study as you are
 - b. A school where there are also other students taking different programmes or courses of study
 - c. It would not make any difference to me
 - d. Don't know
23. When do you feel a student knows enough about his interests and abilities to choose his programme or course of study in high school?
- a. When entering high school
 - b. After 1 year in high school
 - c. After 2 or more years in high school
 - d. Never knows enough no matter what grade he is in
 - e. Don't know

B. Your Educational Plans

1. Do you think you will leave school soon, leave later, or stay until finishing?
- a. Probably leave soon
 - b. Definitely leave soon
 - c. Probably leave later but before finishing
 - d. Definitely leave later but before finishing
 - e. Probably finish high school
 - f. Definitely finish high school
 - g. Don't know
2. If you are probably or definitely going to leave high school before finishing, indicate the *main* reason for leaving?
(Mark only one space.)
- a. To get a job
 - b. To make my own living and be independent
 - c. Poor marks or grades
 - d. To get married
 - e. Because of financial problems
 - f. Dislike school work
 - g. Other
 - h. Don't know
 - i. I plan to finish high school
3. Do you think you will continue your education after high school on a full-time basis, on a part-time basis, or not at all?
- a. Definitely full-time
 - b. Probably full-time
 - c. Definitely part-time
 - d. Probably part-time
 - e. Definitely not at all
 - f. Probably not at all
 - g. Undecided
 - h. Have not thought about it yet
4. If you *do not* intend to continue your education after high school, or if you are undecided, is there any one thing that might make you change your mind?
(Mark only one space.)
- a. Nothing would make me change my mind
 - b. Yes, if I could get enough money to continue
 - c. Yes, if my parents insist that I continue
 - d. Yes, if I do not get a job at all

- e. Yes, if I need more education to get ahead in my job
- f. Yes, if I only find jobs that I don't like
- g. Other
- h. Don't know
- i. Never thought about it
- j. I intend to continue my education after high school
5. If you *do* intend to continue your education after high school, is there any one thing that might make you change your mind?
(Mark only one space.)
- a. Nothing would make me change my mind
- b. Yes, if I am offered a job I like
- c. Yes, if my grades or marks are not good enough
- d. Yes, if I do not have enough money to continue
- e. Yes, if I get married
- f. Yes, if my parents feel that I should get a job
- g. Other
- h. Don't know
- i. Never thought about it
- j. I do not intend to continue my education after high school
6. What kind of school do you think you will attend after high school?
- a. Business college
- b. Agricultural college or institute
- c. Teacher's college or normal school
- d. Nursing school
- e. Theological seminary or school
- f. Institute of technology or similar post-secondary school
- g. College or university
- h. Other
- i. Undecided
- j. Never thought about it
- k. I do not intend to continue my education after high school
7. Have you chosen your area of specialization in post-secondary school or university?
- a. I have made my choice
- b. I have narrowed it down to two or three
- c. I am considering many areas of specialization
- d. I am still confused about this
- e. I have not thought about it yet
- f. I do not intend to continue my education after high school
8. Who has helped you most so far in your thinking about the kind of school you might attend or your area of specialization after school?
(Mark only one space.)
- a. My parents
- b. Other relatives or adults
- c. A teacher
- d. A guidance counsellor
- e. The principal or vice-principal
- f. Friends
- g. A friend already in post-secondary school
- h. Other
- i. No one helped me
- j. Never thought about it
- k. I do not intend to continue my education after high school
9. Have you chosen the *particular* school you will attend after high school?
- a. I have made my choice
- b. I have narrowed it down to two or three
- c. I am considering many schools
- d. I am still confused about this
- e. I have not thought about it yet
- f. I do not intend to continue my education after high school
10. About how much of the total cost of your education after high school do you expect your family will pay for?
- a. None
- b. About one quarter
- c. About one half
- d. About three quarters
- e. All
- f. Don't know
- g. I do not intend to continue my education after high school
11. If your family does not pay for all, what is the main way you will pay for the rest?
(Mark only one space.)
- a. Summer job or part-time job during the year
- b. Scholarship or bursary
- c. Student loan
- d. Other
- e. Have not thought about it yet
- f. I do not intend to continue my education after high school
12. Suppose you continued your education after high school. Thinking of your ability, how good do you think your chances would be of being successful in getting a degree or diploma?
- a. Much better than average
- b. Above average
- c. Average
- d. Below average
- e. Much worse than average

13. Do you think that a student who graduates from this school has a better, equal, or worse chance of being successful in further education after high school as students graduating from other high schools you have heard about in this province?
 - a. Much better
 - b. A little better
 - c. Equal
 - d. A little worse
 - e. Much worse
14. How far do your parents want you to go in high school?
 - a. Leave soon
 - b. Leave later but before finishing
 - c. Stay until finishing
 - d. Don't know parent's wishes
15. Do your parents want you to continue your education after high school on a full-time basis, on a part-time basis, or not at all?
 - a. On a full-time basis
 - b. On a part-time basis
 - c. Not at all
 - d. Don't know my parent's wishes
16. If your parents want you to continue your education after high school, what kind of school do you think they would like to see you attend?
 - a. Business college
 - b. Agricultural college or institute
 - c. Teacher's college or normal school
 - d. Nursing school
 - e. Theological seminary or school
 - f. Institute of technology or similar post-secondary school
 - g. College or university
 - h. Other

- i. No school in particular
- j. Don't know parent's wishes
- k. My parents do not want me to continue my education after high school

Do the following people think that you should continue your education after high-school?

- | | Yes | No | Don't know |
|---------------------------------|-----|----|------------|
| 17. Teacher | a | b | c |
| 18. Guidance counsellor | a | b | c |
| 19. Principal or vice-principal | a | b | c |
| 20. Friends in school | a | b | c |
| 21. Friends out of school | a | b | c |
22. Among your friends in school, how many are planning to finish high school?
 - a. All of them
 - b. Most of them
 - c. About half of them
 - d. A few of them
 - e. None of them
 - f. Don't know
 23. Have any of your friends left school before finishing?
 - a. Yes
 - b. No
 24. Among your friends in school, how many are planning to continue their education full-time or part-time after high school?
 - a. All of them
 - b. Most of them
 - c. About half of them
 - d. A few of them
 - e. None of them
 - f. Don't know

C. About Guidance Counselling

Indicate with whom you would *prefer* to discuss each of the following topics.
(Mark only *one* space for each topic.)

	Teacher	Counsellor at this school	Other counsellor or agency in your community	Parents	Other relative or adult	Principal or vice-principal	None of them
1. School marks or grades	a	b	c	d	e	f	g
2. Planning your high school programme	a	b	c	d	e	f	g
3. Job plans when you finish your education	a	b	c	d	e	f	g
4. Attending post-secondary technical institute	a	b	c	d	e	f	g
5. Attending business college	a	b	c	d	e	f	g
6. Attending university	a	b	c	d	e	f	g
7. Leaving high school before finishing	a	b	c	d	e	f	g
8. Personal problems	a	b	c	d	e	f	g
9. Is there a guidance counsellor in your school?							
a. Yes							
b. No							
c. Don't know							
10. When may students see the guidance counsellor?							
a. Only by appointment							
b. Without appointment, but only during his office hours							
c. Any time during the day, without appointment							
d. Don't know							
e. There is no guidance counsellor in this school							
11. Do all the students in your grade have to see the guidance counsellor during the year whether they want to or not?							
a. Yes							
b. No							
c. Don't know							
d. There is no guidance counsellor in this school							
12. Can students here take tests from the guidance counsellor to help find out what jobs they are suited for?							
a. Yes							
b. No							
c. Don't know							
d. There is no guidance counsellor in this school							
13. Have you ever taken any of these tests?							
a. Yes							
b. No							
c. Can't remember							
d. Tests not given in this school							
14. If you have taken such a test, did the guidance counsellor discuss the results with you afterwards?							
a. Yes							
b. No							
c. Can't remember							
d. Have not taken such tests							
15. Does your school have a place where students can find books, magazines, and other information about different occupations?							
a. Yes							
b. No							
c. Don't know							
16. How often since the beginning of the year have you gone there to get some of this material to read?							
a. Never							
b. Once							
c. Twice							
d. Three times							
e. Four or more times							
f. There is no such place in this school							
17. Did you ever, <i>on your own initiative</i> , go to see the guidance counsellor to talk about any of the following topics? (Mark as many spaces as apply.)							
a. School marks or grades							
b. Job plans when you finish your education							
c. Attending university							
d. Attending post-secondary technical institute							
e. Attending business college							
f. Planning your high school programme							
g. Leaving high school before finishing							
h. Some other topic							
i. Never went to guidance counsellor on my own initiative.							
j. There is no guidance counsellor in this school							

18. Have you ever been *called in* by the guidance counsellor to discuss any of the following topics?
(Mark as many spaces as apply)
 - a. School marks or grades
 - b. Discipline
 - c. Job plans when you finish your education
 - d. Attending university
 - e. Attending post-secondary technical institute
 - f. Attending business college
 - g. Planning your high school programme
 - h. Leaving high school before finishing
 - i. Some other topic
 - j. Never been called in by guidance counsellor or there is no guidance counsellor in this school
19. Did you ever, *on your own initiative*, go to see a teacher or principal at this school (other than a guidance counsellor) to talk about any of the following topics?
(Mark as many spaces as apply.)
 - a. School marks or grades
 - b. Job plans when you finish your education
 - c. Attending university
 - d. Attending post-secondary technical institute
 - e. Attending business college
 - f. Planning your high school programme
 - g. Leaving high school before finishing
 - h. Some other topic
 - i. Never went to see a teacher or principal on my own initiative
20. Have you ever been *called in* by a teacher or principal at this school (other than a guidance counsellor) to discuss any of the following topics?
(Mark as many spaces as apply.)
 - a. School marks or grades
 - b. Discipline
 - c. Job plans when you finish your education
 - d. Attending university
 - e. Attending post-secondary technical institute
 - f. Attending business college
 - g. Planning your high school programme
 - h. Leaving high school before finishing
 - i. Some other topic
 - j. Never been called in by a teacher or principal

D. About Your Occupational Plans

1. Do you feel you are well enough informed about the different kinds of jobs you could get to make a good choice about your future career?
 - a. Very well
 - b. Quite well
 - c. Not too well
 - d. Not well at all
2. Would you say that you are better, as well, or less well informed about the kinds of jobs you could get than you were a year ago?
 - a. Much better informed
 - b. Somewhat better informed
 - c. As well informed
 - d. Somewhat less well informed
 - e. Much less well informed
 - f. Don't know
3. Do you feel you know your own interests and abilities well enough to decide about your future career?
 - a. Very well
 - b. Quite well
 - c. Not too well
 - d. Not well at all
4. Would you say that you know your interests and abilities in this respect better, as well, or less well than you did a year ago?
 - a. Much better
 - b. Somewhat better
 - c. As well
 - d. Somewhat less well
 - e. Much less well
 - f. Don't know
- 5,6 When you finish your education, what *type* of work or occupation will you be *most qualified* to go into?
(Write what is on your mind, even if you are not definite about it, in the block provided on the answer sheet.)
If you think you will not be qualified for any particular type of work or occupation, mark space a on line 6.
If you have not thought much about it, mark space b on line 6.
If you don't know mark space c on line 6.
- 7,8 If you had your choice, what type of work or occupation would you *like to have most* as a career? (Write the type of work or occupation in the block provided on the answer sheet.)
If no type of work or occupation in particular, mark space a on line 8.
If you have not thought much about it, mark space b on line 8.
If you are not sure, mark space c on line 8.

9,10 Now, considering the opportunities for jobs today, what work or occupation do you *expect* to have as a career?

(Write what is on your mind, even if you are not definite about it, in the block provided in the answer sheet.)

If you have not thought much about it, yet, mark space a on line 10.

If you don't know, mark space b on line 10.

Do the following people think you are suited for the type of work you would *like most* as a career?

- | | Yes | No | Don't know |
|-------------------------------------------------------------------------------------------------------------|-----|----|------------|
| 11. Teacher | a | b | c |
| 12. Parents | a | b | c |
| 13. Principal or vice-principal | a | b | c |
| 14. Guidance counsellor | a | b | c |
| 15. Friends | a | b | c |
| 16. Who has helped you most so far in planning your occupational career? | | | |
| (Mark only one space.) | | | |
| a. My parents | | | |
| b. Other relatives or adults | | | |
| c. A teacher | | | |
| d. The principal or vice-principal | | | |
| e. A guidance counsellor in this school | | | |
| f. Another guidance counsellor or agency in your community | | | |
| g. Friends | | | |
| h. Other | | | |
| i. No one helped me | | | |
| j. I have not yet thought about my occupational career. | | | |
| 17. Did you have this career in mind before or after you got into the present programme or course of study? | | | |
| a. Before | | | |
| b. After | | | |
| c. I have not chosen my programme of study or career yet | | | |
| 18. How sure are you about what you will do as a career? | | | |
| a. Very sure | | | |
| b. Fairly sure | | | |
| c. Not too sure | | | |
| d. Not sure at all | | | |
| e. I have not thought much about my career yet? | | | |

19. (Girls only — Boys: Mark space e on answer sheet.)

Do you plan to work full-time after you finish your schooling?

- a. Not at all
- b. Only before I am married
- c. Both before and after I am married
- d. Have not thought about it yet

The following is a list of worries that many people have when they try to find a job. Indicate how worried you are about each one of them.

- | | Quite worried | A little bit worried | Not at all worried |
|-----------------------------------------------------------------------------------------------------------------------|---------------|----------------------|--------------------|
| 20. The possibility of being turned down | a | b | c |
| 21. Having to speak both English and French | a | b | c |
| 22. Not having enough education | a | b | c |
| 23. My personality or appearance | a | b | c |
| 24. Getting good references | a | b | c |
| 25. The number of other people trying for the job | a | b | c |
| 26. My lack of experience | a | b | c |
| 27. Being alone without my parents | a | b | c |
| 28. Getting a job I like | a | b | c |
| 29. Having the right connections | a | b | c |
| 30. Knowing where to look and what to do to find a job | a | b | c |
| 31. Getting a job for which I have been trained | a | b | c |
| 32. Where do you think you stand in your chance of getting a good job compared with the other students in your class? | | | |
| a. Much better than average | | | |
| b. Better than average | | | |
| c. About average | | | |
| d. Below average | | | |
| e. Much below average | | | |

33. Do you think that a student who graduates from this school has a better, equal, or worse chance for a good job as students graduating from other high schools you have heard about in this province?
- Much better
 - A little better
 - Equal
 - A little worse
 - Much worse
34. What do you think the chances are that the things you are learning now will be useful in one way or another in your future career?
- Very good
 - Fairly good
 - Not too good
 - Not good at all
 - Don't know
35. How important do you think your grades or marks will be in getting the kind of job you want?
- Very important
 - Quite important
 - Not very important
 - Not important at all
 - Don't know
36. If my family were of a different social class, I would have a better chance of getting ahead in life.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
37. Suppose you were offered the sort of job you had always wanted. Then you found out that your *friends* did not think you were suited for it. Do you think you would:
- Definitely take the job anyway
 - Probably take the job anyway
 - Probably not take the job
 - Definitely not take the job
38. Now, let's suppose your friends thought you should take this job, but your *parents* felt you were not suited for it. Do you think you would:
- Definitely take the job anyway
 - Probably take the job anyway
 - Probably not take the job
 - Definitely not take the job
39. Then let's suppose your parents thought you should take this job, but either your *guidance counsellor, teacher or principal* felt you were not suited for it. Do you think you would:
- Definitely take the job anyway
 - Probably take the job anyway
 - Probably not take the job
 - Definitely not take the job
- Rank the five items below in terms of their importance to you in a job.
- | | Rank |
|-----------------------------------------|-----------|
| 40. The security of steady work | 1 2 3 4 5 |
| 41. The opportunity for rapid promotion | 1 2 3 4 5 |
| 42. The enjoyment of the work itself | 1 2 3 4 5 |
| 43. Friendly people to work with | 1 2 3 4 5 |
| 44. A good pay | 1 2 3 4 5 |
45. Which of the following kinds of jobs do you think is more desirable:
- A job which is generally looked up to by people, but which pays a fairly low income
 - A job not as much looked up to, but which pays a higher income

E. Your Ideas About Work and the Future

Do you agree or disagree with the following statements:

- Making plans only makes a person unhappy because plans hardly ever work out anyway.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree

- The most important thing for a parent to do is to help his children get further ahead in the world than he did.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree

3. A person should try to do what he does better than anyone else.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
4. The most important purpose of high schools is to prepare people for their occupational career.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
5. When a man is born, the success he's going to have is already in the cards, so he might as well accept it and not fight against it.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
6. The tougher the job, the harder I work.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
7. If a person is not successful in life it's his own fault.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
8. The job should come first, even if it means sacrificing time from recreation.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
9. The best way to judge a man is by his success in his occupation.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
10. Good luck is more important than hard work for success.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
11. I would make any sacrifice to get ahead in the world.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
12. Once you make an occupational choice, you can't make another one.
 - a. True
 - b. False
13. In making an occupational choice, you need to know what kind of person you are.
 - a. True
 - b. False
14. A person can do anything he wants as long as he tries hard enough.
 - a. True
 - b. False
15. A consideration of what you are good at is more important than what you like in choosing an occupation.
 - a. True
 - b. False
16. Your parents probably know better than anybody which occupation you should enter.
 - a. True
 - b. False
17. Why try to decide upon an occupation when the future is so uncertain.
 - a. True
 - b. False
18. It's probably just as easy to be successful in one occupation as it is in another.
 - a. True
 - b. False
19. By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter.
 - a. True
 - b. False
20. There are so many factors to consider in choosing an occupation, it is hard to make a decision.
 - a. True
 - b. False
21. You can't go very far wrong by following your parents' advice about which occupation to enter.
 - a. True
 - b. False
22. The best thing to do is to try out several occupations, and then choose the one you like best.
 - a. True
 - b. False
23. There is only one occupation for each individual.

24. Whether you are interested in an occupation is not as important as whether you can do the work.
a. True b. False
25. You get into an occupation mostly by chance.
a. True b. False
26. It's who you know, not what you know, that's important in an occupation.
a. True b. False
27. Choose an occupation which gives you a chance to help others.
a. True b. False
28. Choose an occupation, then plan how to enter it.
a. True b. False
29. Choose an occupation in which you can someday become famous.
a. True b. False
30. If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions.
a. True b. False
31. Choose an occupation which allows you to do what you believe in.
a. True b. False
32. As far as choosing an occupation is concerned, something will come along sooner or later.
a. True b. False
33. Why worry about choosing an occupation when you don't have anything to say about it anyway.
a. True b. False
34. I have little or no idea of what working will be like.
a. True b. False
35. When I am trying to study, I often find myself day-dreaming about what it'll be like when I start working.
a. True b. False
36. When it comes to choosing an occupation, I'll make up my own mind.
a. True b. False
37. I want to really accomplish something in my work — to make a great discovery or earn lots of money or help a great number of people.
a. True b. False
38. As long as I can remember I've known what I want to do.
a. True b. False
39. I can't understand how some people can be so set about what they want to do.
a. True b. False
40. I know which occupation I want to enter, but I have difficulty in preparing myself for it.
a. True b. False
41. I know very little about the requirements of occupations.
a. True b. False
42. I want to continue my schooling, but I don't know what courses to take or which occupation to choose.
a. True b. False
43. I spend a lot of time wishing I could do work that I know I cannot ever possibly do.
a. True b. False
44. I'm not going to worry about choosing an occupation until I'm out of school.
a. True b. False
45. If I can just help others in my work, I'll be happy.
a. True b. False
46. I often daydream about what I want to be, but I really don't have an occupational choice.
a. True b. False
47. Everyone seems to tell me something different, until now I don't know which occupation to choose.
a. True b. False
48. I have a pretty good idea of the occupation I want to enter, but I don't know how to go about it.
a. True b. False
49. I plan to follow the occupation my parents suggest.
a. True b. False
50. I seldom think about the occupation I want to enter.
a. True b. False

F. Your Activities in School

1. Are you a member of any teams, clubs or organizations *in the school*?
 - a. Yes, I am an officer in at least one
 - b. Yes, I am very active in at least one, but not an officer
 - c. Yes, I am a member of at least one, but not very active
 - d. No, I am not a member of any
 2. Indicate the kind of school teams, clubs and organizations to which you belong; (Mark as many spaces as apply.)
 - a. Student council
 - b. Interscholastic athletic team
 - c. Intramural athletic team
 - d. School newspaper, magazine or annual
 - e. Subject matter clubs, such as science, mathematics, history, language clubs, etc.
 - f. Debating, dramatics, or musical clubs
 - g. School hobby clubs, such as photography, chess, model building, hot rod, electronics, crafts, etc.
 - h. Religious organizations
 - i. Patriotic or civic associations
 - j. Other school teams, clubs or organizations
 - k. I am not a member of any
 3. Are you a member of any teams, clubs or organizations *outside* of school?
 - a. Yes, I am an officer in at least one
 - b. Yes, I am very active in at least one, but not an officer
 - c. Yes, I am a member of at least one, but not very active
 - d. No, I am not a member of any
- How many of your friends are:
- | | None | 1 | 2 | 3 | 4 | 5 | 6 or more |
|---------------------------------------------------|------|---|---|---|---|---|-----------|
| 4. In your class | a | b | c | d | e | f | g |
| 5. Not in your class, but in your school | a | b | c | d | e | f | g |
| 6. In other high schools | a | b | c | d | e | f | g |
| 7. In a university or other post-secondary school | a | b | c | d | e | f | g |
| 8. Working full-time | a | b | c | d | e | f | g |
9. How often do you study or work on school subjects with your friends after school hours?
 - a. Several times a week
 - b. About once a week
 - c. About every second week
 - d. About once a month or less
 - e. Never
 - f. Do not have any friends
 10. On an average weekday, about how much time do you spend on home work or studying?
 - a. None, or almost none
 - b. Less than ½ hour
 - c. About ½ hour
 - d. About an hour
 - e. About 1½ hours
 - f. About 2 hours
 - g. 3 or more hours
 11. During the whole weekend, how much time do you spend on home work or studying?
 - a. None, or almost none
 - b. About 1 hour
 - c. About 2 hours
 - d. About 3 hours
 - e. About 4 to 5 hours
 - f. 6 hours or more
 12. How well did you do last year in your marks or grades compared with the other students in your class? Were you:
 - a. In the top 10 per cent
 - b. In the first quarter, but not in the top 10 per cent
 - c. In the second quarter
 - d. In the third quarter
 - e. In the fourth quarter
 13. Did you fail any subject last year?
 - a. Yes
 - b. No
 14. If you had worked harder last year, do you think you could have improved your marks or grades?
 - a. Yes, a great deal
 - b. Yes, a little bit
 - c. No, it would not have made any difference
 - d. Don't know
 15. Have you ever failed a year or skipped a year in *elementary* school?
 - a. Failed a year
 - b. Skipped a year
 - c. Neither
 16. Have you ever failed a year or skipped a year in *high* school?
 - a. Failed a year
 - b. Skipped a year
 - c. Neither

17. Are the students in your programme or course of study allowed to choose the subjects they take?
 - a. They can choose all of them
 - b. They can choose some of them
 - c. They can't choose any
 - d. Don't know
 - e. I have not chosen my programme of study yet
18. If you could be remembered here at school for one of the four things below, which *one* would you want it to be?
(Mark only one space.)
 - a. Brilliant student
 - b. Athletic star
 - c. Leader in school clubs and organizations
 - d. Popular student
19. Suppose you had an extra hour at school, what would you most like to do with it?
(Mark only one space.)
 - a. Take some extra subject of my own choosing
 - b. Use it for athletics
 - c. Spend it in a club, organization or other activities school
 - d. Use it as a study period
20. Where do you think you stand in intelligence in relation to the students in your class?
 - a. Definitely above average
 - b. Slightly above average
 - c. Just about average
 - d. Slightly below average
 - e. Definitely below average
21. How accurately do your school grades or marks reflect your real intelligence?
 - a. My marks are much lower than my real intelligence
 - b. My marks are slightly lower
 - c. My marks accurately reflect my real intelligence
 - d. My marks are slightly higher
 - e. My marks are much higher
 - f. I don't know
22. Even with a good education, a person like me will have a tough time getting the job he wants.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
23. What do you consider to be satisfactory grades for you?
 - a. Any passing grades
 - b. Average grade is O.K.
 - c. An above average grade
 - d. One of the highest grades in the class
 - e. I really don't care much
24. Do you agree or disagree with this statement: "If I could change, I would be someone different from myself."
 - a. Agree
 - b. Disagree

G. You and Your Family

1. What is your father's occupation? (Indicate it as accurately as you can, using two words if possible; for example write "shoe salesman" instead of just "salesman"; or write "electrical engineer" instead of just "engineer". If he is retired or deceased, say what his occupation was.
(Write it in the block provided on the answer sheet.)
2. In what *kind* of company, business or organization does he work? (Write it in the block provided on the answer sheet.)
3. How much unemployment, if any, has your father experienced over the past two or three years?
 - a. None at all
 - b. Once or twice for short periods
 - c. Frequently for short periods
 - d. For long periods of time
 - e. Most of the time
4. When was the last time your father changed jobs?
 - a. During the last year
 - b. About 1 or 2 years ago
 - c. About 3 or 4 years ago
 - d. About 5 or more years ago
 - e. Always had the same job
 - f. Unemployed or retired
5. Does your mother work outside the home?
 - a. Yes
 - b. No

6. How far did your father go in school?
(Mark only the last school that he attended.)
 - a. None
 - b. Elementary school
 - c. Some high school
 - d. Finished high school
 - e. College or university
 - f. Post-secondary technical school, such as institute of technology
 - g. Teacher's college or normal school
 - h. Agriculture college or institute
 - i. Business or commercial college
 - j. Other
 - k. Don't know
7. How far did your mother go in school?
(Mark only the last school that she attended.)
 - a. None
 - b. Elementary school
 - c. Some high school
 - d. Finished high school
 - e. College or university
 - f. Post-secondary technical school, such as institute of technology
 - g. Teacher's college or normal school
 - h. Nursing school
 - i. Business or commercial college
 - j. Other
 - k. Don't know
8. Which of the following statements describes your family situation?
 - a. I live with both of my parents
 - b. My father is dead and I live with my mother
 - c. My mother is dead and I live with my father
 - d. Both my parents are dead
 - e. Both my parents are dead, and I live with foster parents
 - f. My parents are separated or divorced and I live with my mother
 - g. My parents are separated or divorced and I live with my father
 - h. Other
9. Do you have any *older* brothers or sisters living at home?
 - a. Yes, older brothers
 - b. Yes, older sisters
 - c. Yes, both older brothers and sisters
 - d. No
 - e. I have no older brothers and sisters
10. Do you have any *older* brothers or sisters going to high school?
 - a. Yes, older brothers
 - b. Yes, older sisters
 - c. Yes, both older brothers and sisters
 - d. No
 - e. I have no older brothers and sisters
11. Do you have any *older* brothers or sisters going to university or other post-secondary school?
 - a. Yes, older brothers
 - b. Yes, older sisters
 - c. Yes, both older brothers and sisters
 - d. No
 - e. I have no older brothers and sisters
12. Do you have any *older* brothers or sisters who have a regular job?
 - a. Yes, older brothers
 - b. Yes, older sisters
 - c. Yes, both older brothers and sisters
 - d. No
 - e. I have no older brothers and sisters
13. How much influence would you say you have in family decisions affecting yourself?
 - a. A lot of influence
 - b. Some influence
 - c. None at all
 - d. Don't know
14. If a decision is made at home that you don't like, do you feel free to complain, do you feel a little uneasy about complaining or is it better not to complain?
 - a. Feel free
 - b. Feel a little uneasy
 - c. It is better not to complain
15. In general, how are decisions made in your family?
 - a. In general, father makes the decisions
 - b. In general, mother makes the decisions
 - c. Both parents decide together
 - d. Each parent acts individually
16. How much would you say your father knows about your work in school?
 - a. A great deal
 - b. A fair amount
 - c. Very little
17. How much would you say your mother knows about your work in school?
 - a. A great deal
 - b. A fair amount
 - c. Very little
18. How often would you say your father praised you for your accomplishments?
 - a. Very often
 - b. Quite often
 - c. Not too often
 - d. Almost never

19. How often would you say your mother praised you for your accomplishments?
 - a. Very often
 - b. Quite often
 - c. Not too often
 - d. Almost never
20. What do your parents consider to be satisfactory grades or marks for you?
 - a. A passing grade or mark
 - b. An average grade or mark
 - c. An above average grade or mark
 - d. One of the highest grades or marks in the class
 - e. They don't really care much
21. Do you have a quiet place in your house where you can study?
 - a. Yes
 - b. No
22. Where was your father born?
 - a. In this town or country
 - b. Outside this town or county, but in this province
 - c. Outside this province, but in Canada
 - d. Outside Canada
 - e. Don't know
23. Where was your mother born?
 - a. In this town or county
 - b. Outside this town or county, but in this province
 - c. Outside this province, but in Canada
 - d. Outside Canada
 - e. Don't know
24. If you were born in another country, indicate the number of years you have lived in Canada?
 - a. Less than 1 year
 - b. 1 or 2 years
 - c. 3 or 4 years
 - d. 5 or 6 years
 - e. 7 or more years
 - f. Was born in Canada
25. How well do you speak French?
 - a. Fluently
 - b. With some difficulty
 - c. With a great deal of difficulty
 - d. Not at all
26. Have you been in this school ever since you entered high school?
 - a. Yes
 - b. No
27. How long have you lived in this town or city?
 - a. Less than 1 year
 - b. 1 or 2 years
 - c. 3 or 4 years
 - d. 5 or 6 years
 - e. 7 years or more
28. Did you earn any money by working outside the home this past summer?
 - a. Yes, all or almost all summer
 - b. Yes, for about a month
 - c. Yes, for 1 or 2 weeks
 - d. No
29. How much did you earn *per week*?
 - a. Less than \$10.00 per week
 - b. 10.00 to 19.99
 - c. 20.00 to 29.99
 - d. 30.00 to 39.99
 - e. 40.00 to 49.99
 - f. 50.00 to 59.99
 - g. 60.00 or more
 - h. Did not earn any money last summer
30. As a result of answering this questionnaire, do you think you will be more concerned with planning your career than you were before?
 - a. Yes, much more than before
 - b. Yes, somewhat more
 - c. Yes, a little more
 - d. No, just the same
 - e. Don't know

